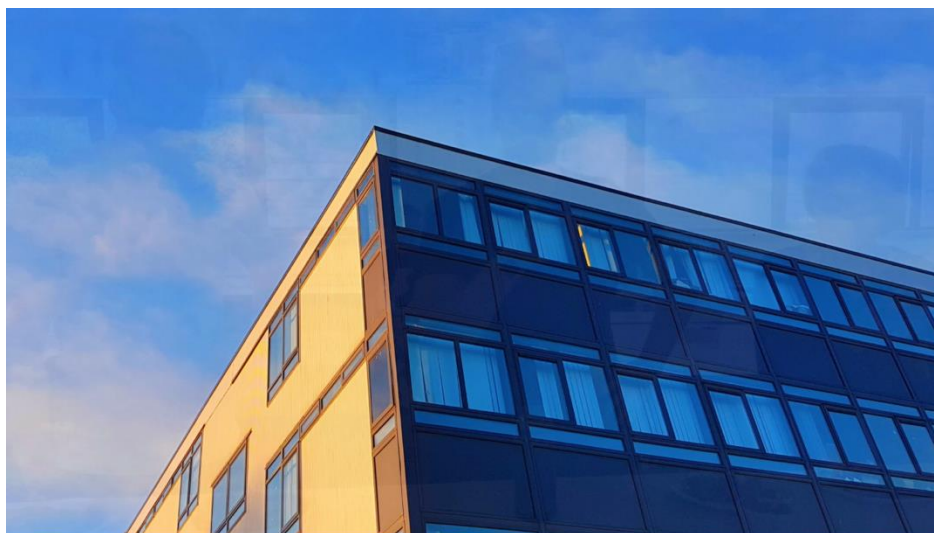




KNOX ACADEMY

HANDBOOK 2023/2024



Our school vision:

"Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners."

Our school values (ARC):

Ambition | Respect | Community

Revised January 2023

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School Details

Knox Academy
Pencaitland Road
Haddington
East Lothian
EH41 4DT

Telephone: 01620 823387
E-mail: knoxacademy@knox.elcschool.org.uk
Website: ka-net.org.uk

Head Teacher: Ms S Cook
E-mail: knoxacademy@knox.elcschool.org.uk

Depute Heads:

Garleton	Mrs C Falconer
Lammerlaw	Mr D Russell
Traprain	Mr S Illingworth
Meadowpark Communication Provision	Mr S Johnson

Parent School Partnership (Parent Council)

Chair: Mrs Lesley Pirie
E-mail: parentcouncil@ka-net.org.uk

Knox Academy PTA (formerly KASG)

Contact: Mrs Lesley Pirie
E-mail: PTA@ka-net.org.uk

Keep in Touch

Sign up for e-mail news from the Knox Academy website: ka-net.org.uk/newsdesk

Follow news on Twitter: [@knoxacademy](https://twitter.com/knoxacademy) | [@knoxacademyHT](https://twitter.com/knoxacademyHT) | [@KnoxParents](https://twitter.com/KnoxParents)



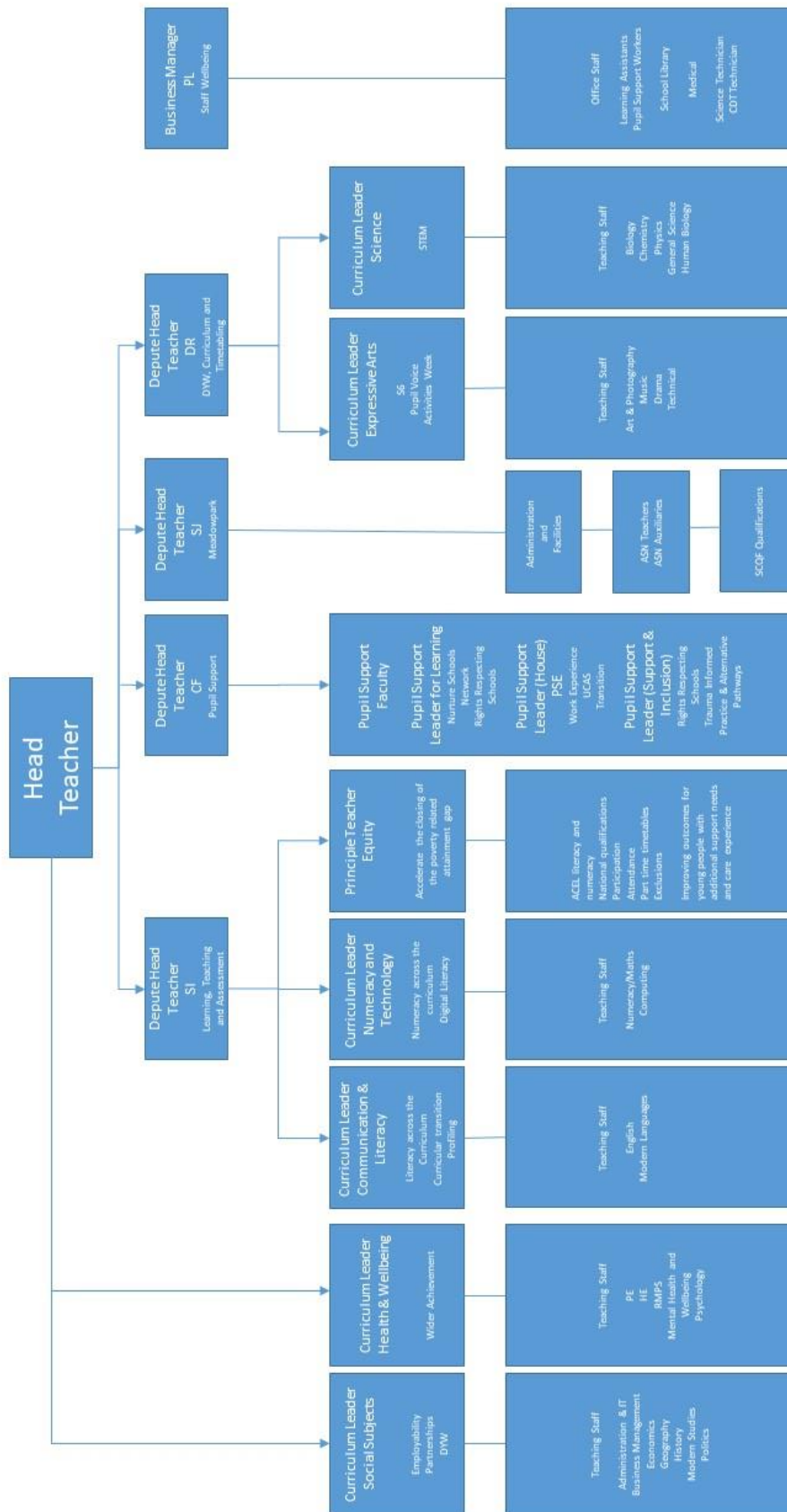
Staff List 2023/24

Senior Leadership Team	Communication & Literacy	Health & Well Being	Social Subjects
Head Teacher Ms S Cook	Mr D Russell – Faculty Link Ms Z Machen – Curriculum Leader	Mr S Illingworth – Faculty Link Mrs J Leighton – Curriculum Leader	Ms S Cook – Faculty Link Mr R Flood – Curriculum Leader
Depute Head Teachers Ms C Falconer Mr S Illingworth Mr S Johnson Mr D Russell	English Mr P Bristow Ms B Barnes Mr O Edwards Ms Z Machen Mrs E Reynolds Mr A Welsh Ms A Breslin	Food & Textile Technology Ms S Shepherd Ms J Donald Ms K MacAuley	Business Education Mr C Dempster Ms D Ferguson Mr R Flood
School Administration Team Business Manager Mr P Luke	Modern Languages Miss J Laudi Ms L Fletcher Mrs H McBride Ms K Zhong	Physical Education Miss L Borwick Mrs J Leighton Mr G Tainsh Ms A McSherry	Geography Mr A Clark Miss N Stobie
School Office Miss L Rutherford Mrs J Allan Mrs K McGalliard Mrs F Forrest	Expressive Arts Ms C Falconer – Faculty Link Mr N Tait – Curriculum Leader	Psychology Mrs K Bulloch Mrs L Montgomery	History Miss K Anderson
Auxiliary – Medical Mrs A Swallow	Art Miss K Johnston Ms A Reynolds Ms I Hunsley	Religious Moral & Philosophical Studies Mr E Elder-Smith Mrs L Montgomery	Modern Studies Ms K Bulloch Mr A Miller Ms E Laing
School Librarian Ms R Fry	Drama Miss M Colquhoun	Meadowpark Mr S Johnson – DHT Mrs J Davis – Principal Teacher Mrs L Arnot - Admin Mr S Gilmour Jack ASN Teacher Mrs L Thom ASN Teacher Mrs M Chalmers ASN Teacher Mrs F Chandran ASN Teacher Mr D Adamson ASN Teacher Ms K Smith ASN Teacher Mrs J Burns ASN Teacher Mrs H Watson (Pupil Support Worker)	Pupil Support Pupil Support Leaders Miss L Adam - Garleton Mr S Meekison - Lammerlaw Ms W Doig - Traprain
Technicians Miss A Patterson Mr S Kemp	Music Mrs M Middlemiss Mrs L Loughrey Mrs T Martin	ASN Auxiliary Ms J Greig Mrs J Hadden Ms M Gould Ms S Raunu Ms Z Khan Mr J Smith Ms K Bell Ms K Kazmierska Ms K White Mr L Bell Mr M Lees Ms D Hurst Mr A Williamson Ms S Mooney Ms J Kelly	Support for Learning Ms J Wright Ms S Shorthouse
Sports Co-ordinator Mr L Daborn (Primary) Mr T Salkeld (Rugby DO)	Music Instructors Mr D Robb, Mr N Wilson, Mr C Ross, Mr E Lauder, Ms F Smith, Mr C Aien, Ms L Woodsen, Ms J Hill, Ms E Walker		Pupil Support Ms S Fox Ms G Fraser Ms J Paton Ms A Steele
FES Premises Management Mr K McAlpine Mr L Thomas Mr R Dreismann	Technology Mr N Tait Mrs R Smith Ms A Patterson		ASN Auxiliaries Mrs L Dickson-Murray Mr N Groome-Vine Mrs S Gillies Ms M Lewis Ms R Bigland Mr N Ball Ms J Villa Ms W Tan
Catering Ms M Millar Ms D Ramanauskiene Ms J Beveridge Ms J Martin	Numeracy & Computing Ms C Falconer – Faculty Link Mr C Blair – Curriculum Leader		Science Mr D Russell – Faculty Link Mr J Taylor – Curriculum Leader
Rugby Development Officer Mr G Haggart	Mathematics Mr C Blair Ms A Campbell Ms A Coyle Ms K Gourley Mr W Mackay Mr F Tait Mr S Wren		Biology Mr G Boyle Mrs A Macdonald Miss L Bates Ms C Robb
	Computing Mr A McSwan Mr J Balfour		Chemistry Mr A Dickie Dr D Rice
			Physics Mr J Taylor Ms C Goodsman Mr A Johnstone

Last Updated 13/11/2023



School Staffing Structure



Senior Leadership Team

Remits include:

Head Teacher (Miss S Cook)

Health & Safety (inc. FES) with BM/SJ; Leadership and Management/HMle/Quality Assurance (self-evaluation with CF); Curriculum Planning; Inclusion/Values, Ethos and Discipline; Raising Attainment and Ambition; Standards and Quality Report including School Calendar; Communications strategy; Improvement planning and review (SiP); INSIGHT with CF; SNC/Working time agreement; Marketing and Publicity; Financial planning/Budget and Inventory; Recruitment/Staffing; Absence Management; Parent Council; Pupil Voice/Pupil Leadership Team Meetings; Faculty Link - Social Subjects and Health and Wellbeing; International Dimension (SWIRE: Hong Kong with DR); LNCT and JNCT; ELC Positive Behaviour Group

Depute Head Teacher (Mrs C Falconer)

Head of Garleton; GIRFEC - Integrated Support for Pupils Strategy; Child Protection/LAAC; Registration and attendance; Closing the gap strategy/at risk (with SI); Assemblies programme; Health and well-being and equality and diversity (incl.LGBT/RRS); Wider achievement (including BGE certificate and Graduation); Pupil Equity Fund; Enrolment /Placing requests; Primary - Secondary Transition/Cluster curriculum; Student and Parental engagement strategy (with HT); Positive ethos strategy; COPs; SLT Strategies oversight of Class cover arrangements with BM ; Prefects/Buddies (with NT); Positive destinations strategy (16+) – with Pupil Support team; Faculty link to Pupil Support/HWB

Depute Head Teacher (Mr S Illingworth)

Head of Traprain; Curriculum and wider achievement (with HT); Interdisciplinary learning and electives with DR; Personal learning planning/profiling; Literacy Strategy (ZM/JW); Numeracy Strategy CB/JW; Raising attainment Strategy (including Closing the Gap with HT and DR); Faculty Reviews (with HT and DR); Faculty Link and review - Mathematics, Numeracy and Technologies/Expressive Arts; Learning, Teaching, Assessment and Moderation (including leading SQA assessment and moderation – with HT and CIs); SQA Co-ordinator/Exams and Qualification Framework and SQA Coordinators Group ; Tracking Monitoring And Reporting (including BGE and Senior Phase interventions); Pupil Learning Team; Coordination of Parents' Evenings (virtual or at school)

Depute Head Teacher (Mr D Russell)

Head of Lammerlaw; Lead: Curriculum, including Electives and OWA; Raising attainment strategy (with HT & SI); Quality Improvement Strategy (with HT); Quality Improvement Calendar (with HT); Standardised testing (SNSA etc); DYW (Curriculum with RF); College/industry links (with RF); School Excursions Policy (with PL); PRD/In house CLPL; Faculty Review (with HT and SI); IT Strategy, including Digital Literacy (with CB) ; Probationer teachers and students; School events calendar (with BM/HT); Faculty Links and review; Technology & Science; Timetable (with HT); In service days

Depute Head Teacher (Mr S Johnson)

Head of Meadowpark Communication Provision; Lead: Curriculum, Learning and Assessment; Values, Vision and Ethos; GIRFEC and safeguarding and child protection; Ethos; Raising Attainment and Ambition; Health & Safety; Meadowpark Quality Improvement Strategy (with HT); Meadowpark Quality Improvement Calendar (with HT); Working time agreement; Financial planning/Budget and Inventory; Recruitment/Staffing; Absence Management.

Business Manager (Mr P Luke)

HR - Staff absence, recruitment, disclosure GTC; Finance procedures; SEEMIS (with DHT Curriculum); Lets; Health and Safety (with HT); School Excursions Policy (DR/PL); PSA/CSA (with PSL); Office Staff; School calendar, SQA Admin (with DHT); Librarian; Technician service; Class cover; Facilities maintenance; Online communications/website; FOI; NSA Testing; SLT Strategies oversight of; Class cover arrangements ; School trips - oversight with DHT L&T; Awards ceremony (BM with KMcG)

DYW – Mr R Flood and Mr D Russell - Pupil Support for Positive Destinations and all faculties for CES; Strategy for 16+; External Partnerships



School Day

The school day timings are as follows:

MONDAY TO THURSDAY

Registration	0830 – 0840
Period 1	0840 – 0930
Period 2	0930 – 1020
Period 3	1020 – 1110
Interval	1110 – 1125
Period 4	1125 – 1215
Period 5	1215 – 1305
Lunch	1305 – 1345
Period 6	1345 – 1435
Period 7	1435 – 1525

School Roll 2023/2024 (November 2023)

S1	-	182
S2	-	170
S3	-	164
S4	-	170
S5	-	126
S6	-	84

FRIDAY

Registration	0830 – 0840
Period 1	0840 – 0930
Period 2	0930 – 1020
Interval	1020 – 1035
Period 3	1035 – 1125
Period 4	1125 – 1215

End of school

Please note: we moved to a reduced bell system in December 2021. The bell only rings now at the start of the school day and to signify the end of break, lunch and the school day. Teachers release pupils from class at all other times.

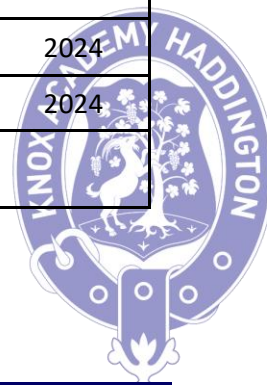


School Holidays

Below are the East Lothian Council School Session Dates for 2023/24:

TERM 1	Staff In-service Day 1	Monday	14	August	2023
	Staff In-service Day 2	Tuesday	15	August	2023
	Pupils Resume	Wednesday	16	August	2023
	Autumn Holiday (schools closed)	Friday	15	September	2023
	Autumn Holiday (schools closed)	Monday	18	September	2023
	All Return	Tuesday	19	September	2023
	All Break	Friday	13	October	2023
	Staff In-service Day 3	Monday	23	October	2023
	Pupils Resume	Tuesday	24	October	2023
	Term Ends	Friday	22	December	2023
	Term 1 = 85 pupil days				
	Term 1 = 88 staff days				
TERM 2	All Resume	Monday	8	January	2024
	All Break	Friday	9	February	2024
	Staff In-service Day 4	Monday	19	February	2024
	Pupils Resume	Tuesday	20	February	2024
	All Break	Thursday	28	March	2024
	Good Friday – 29 March 2024				
	Easter Monday – 1 April 2024				
	Term 2 = 53 pupil days				
	Term 2 = 54 staff days				
TERM 3	All Resume (Staff and Pupils)	Tuesday	16	April	2024
	May Day (Schools closed)	Monday	6	May	2024
	All Resume	Tuesday	7	May	2024
	Staff In-Service Day 5 (pupil holiday)	Monday	20	May	2024
	Pupils Resume	Tuesday	21	May	2024
	Term Ends	Friday	28	June	2024
	Terms 3 = 52 pupil days				
	Terms 3 = 53 staff days				

School Session dates can also be found on the school website and at: eastlothian.gov.uk/sessiondates



Welcome – Head Teacher

Dear Parent(s)/Carer(s)

A very warm welcome to you, as the parent(s)/carer(s) of a prospective pupil in S1 at Knox Academy next session. In this handbook you will find lots of information about the school and I hope it gives you a flavour of some of the opportunities which await our new S1 pupils.

Whilst the move from primary to secondary school can be daunting, I do believe the Primary 7 pupils in our associated primaries are well prepared for the transition and can look forward to the move with optimism and excited anticipation.

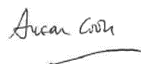
In June, pupils spend some time with us, taking part in sporting activities, following their timetabled classes, meeting their teachers and getting a real sense of what it is like to be a pupil at Knox Academy.

As well as enabling the Primary 7 pupils to get to know their future classmates and Knox Academy staff, I hope these days give them a strong sense of the ethos of our school. It is a school where fostering strong relationships is our top priority, along with ensuring high-quality learning and teaching so our pupils achieve their potential. The values of ambition, respect and community are at the heart of our school and our expectations that we all demonstrate these values in all that we do. We pride ourselves in valuing each pupil individually and equally, recognising that all pupils have different needs. We aim to support those needs through the provision of a wide variety of learning experiences for all our pupils, both within the classroom and beyond. We want learning to be fun, exciting and challenging, and to nurture pupils to be curious about the world around them and who are inspired to use their creativity and initiative to find things out for themselves – to be independent learners.

It is important to us, too, that we work in close partnership with our parents/carers and with the wider community. We are always encouraged by the support we receive from parents/carers and look forward to many years of successful collaboration with you and your child.

I am confident that all our new S1 pupils will love being pupils at Knox Academy and we look forward to welcoming them in August.

Yours sincerely



Susan Cook



Welcome – Head Pupils and Senior Pupils' Leadership Team

As senior pupils at Knox Academy, we are writing to you in order to give you our perspective of your new school. At Knox Academy, the whole school community takes pride in our values of Ambition, Respect & Community. These core values make up the foundations of Knox Academy. By joining us in adhering to these values, you will maximise the opportunities available to you at school, as well as contributing to what we feel is a positive school ethos.

Moving into S1 can be scary and exciting. You might not be seeing some of your old classmates every day and you will be meeting many people for the first time. Here at Knox Academy you will meet new friends and have the opportunity to find new hobbies and interests. There is no need to worry about moving into S1; everyone has been in your shoes at some point. All of us here at Knox Academy are more than willing to help and support you through your transition into S1. You will quickly discover how welcoming all pupils and teachers are.

We have such a variety of activities that everyone can find something they enjoy and succeed at. Whether you choose to play sports such as rugby, hockey, netball and football or you wish to take part in art, drama, computing or music, there really is something for everyone. By taking advantage of these opportunities you will meet new friends with similar interests and will ensure that you will never be bored. Knox Academy also offers an activities week for junior years. In S1, you will have the chance to take part in a variety of day trips and clubs, with S2 and S3 pupils having the opportunity to go abroad. In recent years, there have been trips to Paris, Spain and Iceland. Experiences such as these will stay with you for a lifetime. You will meet new people and challenge yourself in many new ways.

School is about more than just classes. Knox Academy prides itself on the relationships pupils have with the staff and with each other; we all want each other to do well, whether that be through sports, music, drama or final exam results. We all try to support each other as best we can. We are all very proud of the accepting culture and sense of community that we are a part of as pupils here at Knox Academy.

The Senior Pupil Leadership Team, along with everyone at Knox Academy, look forward to meeting you during your visit in June. We look forward to welcoming you to your new school come August and hope you will get as much of a positive experience out of Knox Academy as we have.

With best wishes

The Senior Pupil Leadership Team



Knox Academy

Knox Academy, Haddington, is the descendant of a medieval grammar school and was dedicated to John Knox at the end of the 19th century. It is a non-denominational and co-educational school whose roll (at April 2023) was 837, catering for pupils from S1- S6. Knox Academy has an extensive campus and provides a combination of new and remodelled facilities. These facilities are accessible to all pupils. Facilities include Drama and Seminar rooms as well as social areas for the pupils. All classrooms and the Library are connected to the Internet and Intranet. The school has extensive playing fields and sports facilities featuring a full-size Games Hall and Gymnasium. For swimming lessons PE classes have use of the Aubigny Sports Centre in the town. We also have a School of Rugby (SoR).

Meadowpark, which is a short distance from Knox Academy, is our Social Communication Provision and many of our young people attending Meadowpark access subject classes at Knox Academy.

The Associated Primary schools are Haddington Primary School, St Mary's RC Primary School and Letham Mains Primary, all in Haddington, and Yester Primary School in Gifford.



School Vision, Values and Aims

In September 2019, we asked all in our community, including pupils and parents/carers/carers in our associated primary schools, what they would like Knox Academy's vision to look like for the next five to ten years. What did they want Knox Academy to help them achieve or what did they want Knox Academy to help their young person achieve or to be like? Two months later, following all the feedback, our vision was established and it is,

"Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners."

Our school values were also reviewed and revised with pupils, staff, parents/carers /carers and our wider community in session 2017/2018, three new values were identified at Knox Academy.

These values are **AMBITION, RESPECT AND COMMUNITY**, which sit alongside East Lothian's moral purpose which is, 'Believe, achieve, strive for excellence and care for all.'

The importance of being **ambitious** and placing a high value on learning was identified by all members of the Knox Academy community. Staff and parents/carers/carers work together so we have high aspirations for our young people and so we can encourage those high aspirations in the pupils themselves. The school community also identified ambition as:

Giving it your all; trying your hardest; striving to learn; hard work; effort; perseverance; determination; resilience; achieving the best you can; aspirational; ready for learning; commitment to learning; constant learning; excellence for all.

Being **respectful** to each other and to our environment is something that we already talk about a lot at Knox Academy; respect is at the heart of the warm, positive relationships in our school community. Respect was also seen as:

Kindness; manners; courtesy; friendship; getting along; being helpful; fairness; not being judgemental; embracing diversity and celebrating it

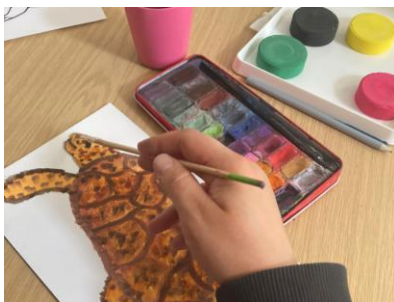
The sense of **community** at Knox Academy has always been strong, both within the school itself and in our links with the wider Haddington area community. There is no doubt that this is valued by all in the Knox Academy community.

The sense of community was also seen as:

Being inclusive; a sense of belonging; being a large educational family; working as a team; sharing and celebrating our successes together; everyone being equal.

At the end of their time at Knox Academy we aim that young people will...

- Have a **strong sense of who they are**, where their **strengths** lie and their **role in a community**.
- Realise that **they have potential** and know **how to go about realising it**.
- Have been **challenged** and know how to go about **meeting challenge in the future**.
- Have been **happy**, having experienced **positive relationships** and will know how to **form positive relationships with others**.
- Have the **qualifications and skills** to move on to the next phase in their lives



School Dress and Kit

Dress Code

Knox Academy has a proud history of wearing [school uniform](#) and by doing so, this demonstrates pupils' commitment to being proud to be part of our school community as we all work towards a common purpose or goal. School uniform also promotes equity as all of our young people wear the same uniform and there is no expectations to keep pace with the latest trends. Schools whose pupils wear a school uniform also report fewer incidences of bullying. It also helps ensure the safety of our young people in the school as through the wearing of our uniform, pupils are easily identified. We would ask that parents/carers support the school with their young person.

The school uniform in August 2022 will be as follows:

- White/black shirt
- Tie (with House stripe on it)
- Black v-neck or crew neck jumper (plain, over a shirt and only with school logos or no logos at all)
- Black trousers/solid black jeans or skirt (**no leggings or ripped/blue jeans**)
- Head coverings – worn for cultural or religious reasons, should be black
- Black shoes or plain black trainers
- School blazer (for all in S5 & S6 – as has been the case for years).

Please note: No hats/hooded tops/baseball caps to be worn in the school

House Ties - each pupil belongs to a House at the school; another way of building community. Therefore, to support the House ethos, new school ties were recently designed by pupils in S1-S6 during session 2018-19. These House ties still feature the Knox Academy logo but now have a stripe below this in the House colours the pupil belongs to.

In relation to health and safety, **hooded tops** of any description **will not** be acceptable dress code (this includes Knox Academy sports hooded tops which should only be worn for sports). Often young people are tempted to wear their hoods up and this compromises everyone's safety. We need to ensure that everyone's faces are visible in and around the building at all times so we can keep everyone safe.

Shoes should be all black so as to avoid pointless discussions on those with logos attached and other elements of colour. White shoes, which may be fine for PE, are not part of the school uniform. A skirt should be of an appropriate length for wearing in a school based environment. Trousers should be whole, rather than with designer holes or tears which are not suitable for a working environment.

Pupils not conforming to dress code might be sent home to change. If that is impossible it is likely that parents/carers will be invited into school to meet with the relevant Pupil Support Leader (House). We have a large stock of new and pre-loved uniform, so please do get in touch with the Pupil Support Leaders if you would like to access this.

Health and Safety

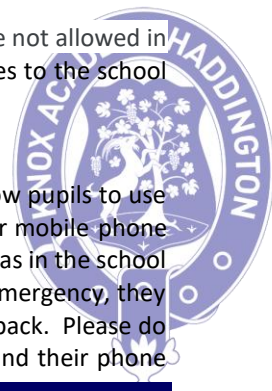
Pupils will be requested to remove ties in practical subjects when the wearing of them might breach Health and Safety regulations e.g. during a science experiment. PE is a mandatory subject and requires pupils to bring a full change of kit for health, safety and hygiene reasons. Pupils should have change of footwear, bottom half and top half. Example of kit: Shorts/Leggings, T-shirt/jumper. Trainers are essential and must be different to those worn to school.

Valuables

Valuables can be handed in to PE staff for safe keeping during PE times. Mobile phones in particular are not allowed in PE classes (data protection issues and health & safety). At other times, they should hand their valuables to the school office for safekeeping. The school cannot guarantee total security.

Mobile Phones

If pupils bring mobile phones to school these should be switched off during classes unless teachers allow pupils to use these for research/tasks during the lesson or to record home learning. Pupils may, of course, use their mobile phone before and after school, as well as at break and lunch times. Mobile phones can be used in all social areas in the school at these times. If parents/carers need to contact their young person during the school day due to an emergency, they should do so by calling the school office who will locate your young persons for you and arrange a call back. Please do not phone your young person during class time as this will encourage them to keep their phone on and their phone



ringing in lessons not only detracts from their learning but impacts on the learning of all the class as the teacher has to deal with this. If this occurs in class parents/carers will be contacted to discuss this and possibly to ask that the phone is not brought to school at all as it is causing too much disruption. Thank you for your support with managing this.

As mentioned in the valuables section of this handbook, during PE lessons Mobile Phones should not be brought into the teaching space. Pupils can hand phones in to PE base for safe keeping.

Finally, the school takes no responsibility for loss or damage to phones pupils bring to school.

Assistance with Provision of Clothing and Footwear

Financial support in buying school uniform is available from East Lothian Council. For details of eligibility and how to apply please follow this link: knox.is/mealsandclothing

We have also started a 'Dress Code Donation Drop' at Parents' Evenings in order to recycle outgrown dress code. For a small donation, these garments will be upcycled for use by our families/pupils at these evenings. As well as supporting families it also supports our Eco-School approach.



Communication

Attendance

Good school attendance means that a pupil does not miss important work and thus is more likely to achieve his/her full potential and ultimately gain better results at the end of his/her school career.

If a pupil is absent, parents/carers are asked to telephone the school to outline the reason for the absence as soon as possible and also to send a letter on the pupil's return.

The then Scottish Executive issued guidelines in 2003 relating to school attendance and absence. The main change relates to family holidays during term time. The guidelines state that the majority of family holidays taken during term time should be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

Punctuality

It is obviously very important that pupils are on time for school as lateness not only causes disruption to lessons but also does not set good work standards. If a pupil is unavoidably late for school parents/carers are asked to send a note with the pupil or telephone to explain the reason. Pupils arriving in their Tutor room after the 8.30am bell will be recorded as late.

Any pupil marked as unexplained at registration will have a text sent home to the main contact on their school record asking for a reason for their absence.

The parents/carers/carers of pupils whose lateness is causing concern will be contacted in order to pursue an early resolution to the problem.

Enrolment

Preparation for the enrolment of pupils from P7 begins in the autumn preceding their entry to secondary school. An open evening for P7 parents/carers' and pupils is held in September. The actual date of the Open Evening is sent to our associated primary schools. Any parent unable to attend the Open Evening should telephone the school office to agree a mutually convenient time to visit the school and speak to a member of the school's Management Team. In June preceding the new session in August there is a parents/carers' evening and pupils transferring pay a two-day visit to the school, following their timetables and meeting teachers.

Normally children attend the catchment area school known as the district school. Pupils in the Associated Primary Schools will automatically transfer to S1. Parents/carers' wishing to enrol their child at Knox Academy from out with the catchment area should follow the procedures given in the information which will be sent out to their home address when their child is in P7. Admittance for pupils out-with the catchment area is subject to vacancies being available. It should be noted that attendance at a non-district primary does not mean transfer to the attached secondary school. The school is always willing to provide information and discuss any problems or difficulties with prospective parents/carers.

Parental Concern

If you have a concern about your child, please contact their Pupil Support Leader (House) in the first instance.

Complaints

Most complaints can, and should, be resolved locally. If you have cause for concern, the first person to approach will normally be the Head Teacher.

Further information can be obtained at: eastlothian.gov.uk/complaints



Useful Telephone Numbers

The undernoted staff are based within Resources and People Services, John Muir House, Haddington, EH41 3HA.

Executive Director – Education and Children’s Services	Lesley Brown	01620 827834
Head of Education	Nicola McDowell	01620 827222
Principal Educational Psychologist/ASN	Lynne Binnie	01620 827998
Education Service Manager (Strategy & Operations)	Richard Parker	01620 827494
Education Support Officer ASN	Claire McGarr	01620 827376
Parental Involvement Act (Parent Councils/Forums)	Leanne Ayton	01620 827485
Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement & Home-to-School Transport Policy	Fiona Brown	01620 827415
Primary School Lets	TBC	01620 827811



Curriculum

Knox Academy's Curriculum Rationale

Introduction

The purpose of our school curriculum is to support opportunities for learners to be successful and to prepare them for positive and sustained destinations beyond school.

The curricular structure we offer should ensure that learners have the opportunity to acquire the four capacities of *Curriculum for Excellence*:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Learners should have the opportunity to access different learner pathways throughout their schooling which lead to the most appropriate qualifications and experiences which prepare them for life and work and lead them into a successful and sustained positive destination.

Cross Curricular Themes

The cross curricular themes of **Literacy, Numeracy, Health & Wellbeing and Skills for Life & Work** are the responsibility of all subject areas. While it is anticipated many of these will be delivered by specific key subjects, all departments should plan meaningful opportunities to deliver and assess relevant outcomes and experiences within their courses.



Inter-Disciplinary Learning

All subjects should work collaboratively using inter-disciplinary learning to ensure pupils have a cohesive and meaningful learning experience. Interdisciplinary learning allows pupils to see, make and understand links between discrete subject areas or disciplines and apply to real life contexts, where possible.

Effective interdisciplinary learning is a collaborative piece of work, project or course which is planned and coordinated between disciplines and which delivers one cohesive piece of learning or area of study. Opportunities for inter-disciplinary may exist between subject areas or in links across such opportunities within electives.



Effective interdisciplinary learning:

- Can take the form of individual one-off projects or longer courses of study
- Is planned around clear purposes
- Is based upon experiences and outcomes drawn from different curriculum areas or subjects within them.
- Ensures progression in skills and in knowledge and understanding, using the ELC Frameworks to support this
- Assessed using the ELC Frameworks and Benchmarks within the BGE
- Can provide opportunities for mixed-stage learning

Opportunities for collaborative working will be planned within the school calendar and may include themed weeks on areas such as RESPECT and Anti-Bullying, Rights Respecting Schools, LGBT, School Values and Eco Schools.

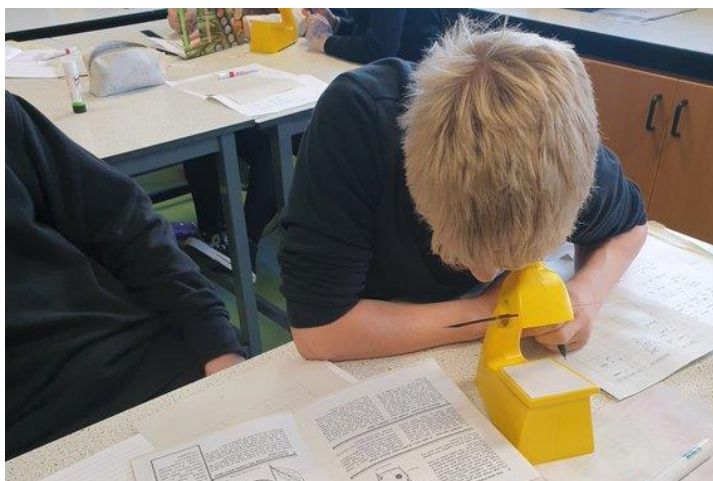
Personalisation & Choice

As pupils progress through S1-S6 opportunities for personalisation and choice will be provided. Pupils will be supported to make informed choices about their learning and this in turn should encourage and motivate them.

Personalisation and choice can take many forms and is not just about making subject choices. Opportunities for personalising the learning experience will be built in to all courses including

1. Choice in **what** pupils will learn
 - Subject Choice
 - Choices within subjects
 - Choice within lessons
2. Choice of **how** pupils will learn
 - Active learning
 - Different activities offered within lessons
 - Challenge based – different product or outcome
3. Choice in **how** pupils will **demonstrate** learning

The S1-S3 curriculum structure should provide clarity as to how the Level 3 and 4 Experiences and Outcomes will be delivered in all curricular areas through discrete subject teaching and inter-disciplinary learning, providing coherence for the learner. The curriculum builds on the experiences from the primary sector following the ELC Curriculum Frameworks within each curricular area. Pupils will achieve key benchmarks within this learner journey.



Curriculum

Broad General Education (S1 – S3)

Pupils follow a [broad general education](#) during S1-S3 covering a range of subjects across all curricular areas. The 7 principles of curriculum design as outlined in Building the Curriculum 3 are integral in planning curricular experiences:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

To facilitate increasing personalisation and choice within the BGE learners choose:

The S1/2 Curriculum:

English	Maths	Modern Languages	Social Subjects	Science	Expressive Arts	Technologies	Core	Elective
5ppw	5ppw	3ppw French/ Spanish	4ppw (in S1 integrated) 3ppw (in S2 discrete) Geography/ History/ Modern Studies	3ppw (in S1) 4ppw (in S2)	3ppw Art, Drama, Music	4ppw Bus Ed, CDT, Comp, HE	4ppw PE x 2, RME, PSE	1ppw

*ppw = periods per week





Pupil Personal Profile (S3)

The S3 Pupil Personal Profile will enable pupils to develop a profile of achievement and attainment throughout their time in Knox Academy. This will also include their own evaluation of strengths and weaknesses helping them plan for their senior phase, and life beyond school. The completion of the pupil profile is a signal to the end of a learner's Broad General Education and we mark this with a celebration event in the school.

The S3 Curriculum

At the end of S2, pupils will make a choice. They will study up to 8 subjects and this will be within the curricular areas to meet requirements for their Broad General Education. Our S2 into S3 learner pathway forms can be found on our website.

The S3 provision will be:

English	Maths	Mod Lang	Social Sub	Science	Expressive	CDT	Specialisation	Core
5ppw	5ppw	3ppw	Choice 3ppw	Choice 3ppw	Choice 3ppw	Choice 3ppw	Choice 3ppw	4ppw PE x 2, RME, PSE

*ppw = periods per week

S1-S2 BGE Elective Courses

In order to develop breadth and further personalisation and choice of learning within the BGE, learners will have the opportunity to select electives. In most cases pupils will select four electives to follow, each lasting ten weeks. A small number of electives may run for twenty or forty weeks. Some electives may lead to accreditation e.g. the John Muir Award, Crest Award, First Aid, Heart Start. These electives will provide "tasters" in a variety of areas and electives may be offered in subjects such as Robotics, Data Analysis, Musical Theatre, Mandarin and Psychology and will add breadth and challenge to all pupils' learning. Some electives will build capacity for choice and progression in the senior phase e.g. Psychology, Mandarin, Musical Theatre if our young people wish to pursue these after these "taster" courses. We are introducing an additional period of literacy and numeracy in S3. This is aimed at developing these key skills, helping to address some of the impact that the pandemic has had over the last two years and raise attainment.

The Senior Phase Curriculum (S4-S6)

Our Senior Phase comprises S4-S6 who are considered as a cohort during their senior years. This means they will be offered the same subjects to choose from and will be timetabled together. This structure allows for greater flexibility with our curriculum and enables the school to offer a broader range of options for the pupils. We have recently reviewed the range of subjects offered in the Senior Phase and will be introducing a number of new courses over the next 1-3

years (depending on uptake, staffing and resources). We will continue to review our curriculum offer so that we are meeting the need of the pupils as effectively as we can.

At the end of S3 pupils will choose to study a maximum of 7 subjects at National 3, 4 or 5 or a vocational/college course during their S4 year.

Within S5/6 a maximum of 5 Higher or Advanced Higher courses will be offered. However as S4-S6 will follow the curriculum as a cohort, those not sitting Higher or Advanced Higher courses can choose up to 6 National 3, 4 or 5 subjects or a mix of National, Higher and Advanced Higher courses. Additional vocational courses and opportunities will also be on offer, particularly through the School College Partnership programme or consortia arrangements, wherein pupils can travel to our neighbourhood schools in East Lothian. **These additional opportunities include a range of Foundation Apprenticeships.**

Our Senior Phase course choice form can be found on our website; knox.is/choice

S4	English x 4	Maths x 4	Option 1 x 4	Option 2 x 4	Option 3 x 4	Option 4 x 4	Option 5 x 4	Core PE x 2 SE x 1 RME x 1
S5/ S6	Option 1 Higher x 6 Nationals + OWA x 5		Option 2 Higher x 6 Nationals + OWA x 5	Option 3 Higher x 6 Nationals + OWA x 5	Option 4 Higher x 6 Nationals +OWA x 5	Option 5 Higher x 6 Nationals + OWA x 5	Option 6 for those doing all N5	Core PE x 1 SE x 1 RME x 1

Returning to S5/S6

We hope to welcome as many of our senior pupils back to S5/6. In Scotland education is compulsory up until the age of 16 years old. Thereafter, attendance at school, by a young person, is on a voluntary basis. After 16, the education authority is not legally obliged to provide an education. Post 16, is therefore a matter for the respective parties (the school and the pupil – who is an adult at this age) to agree the basis on which they attend school. However, if they do return to S5/S6 we expect that they commit fully to their education at Knox Academy so these years add value

Vocational Opportunities

East Lothian Council has wide and varied links with vocational opportunities through the School College Partnership programme. These include links to college programmes on Tuesday and Thursday afternoons, Foundation Apprenticeship Programmes through college and neighbouring schools and links to work programmes with East Lothian Works.



Learning and Teaching Methodologies

High quality Learning and Teaching is fundamental for pupils to be successful. All staff regularly evaluate their Learning and Teaching practice and ensure they are using the most beneficial methodologies for the pupils to learn effectively. Core time in the school CLPL calendar is dedicated to learning and teaching. All staff are committed to delivering well planned lessons with clear structure, including Knox 90 and the 4 phases (connect, activate, demonstrate, consolidate), to deliver relevant and purposeful lessons that develop skills and knowledge. The classroom experience is evaluated at regular intervals across a year, including through short “walkthrough” observations, to the more formal and rigorous faculty reviews which take place annually.

Skills Development

The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential. Schools are preparing pupils for jobs that may not currently exist so upskilling them in areas such as creativity, problem solving, digital literacy and the ability to think ‘outside what is possible’ is vital in preparing them for the future as many young people will change job numerous times over the working lives.



Monitoring, Tracking and Reporting on Progress

Progress Tracking

Pupil progress will be tracked from S1-6 through the use of:

SEEMIS

Reports are sent home twice each session for all year groups, with a parental consultation evening as well. Reports contain progress of a level throughout BGE in all subject areas, as well as reference to the effort, behaviour and homework seen throughout the year. Once per session, the reports also include a short comment which outlines one strength and two SMART (Specific, Measurable, Achievable, Realistic and Timed) targets to support next steps in learning. These are shared with parents/carers to help support progress. These are discussed with young people during learning conversations in class. .

In House Tracking


Following each reporting period, House teams work together to identify students working below potential and plan strategic interventions where appropriate. There may also be contact between school and home through the Pupil Support Leaders if required.

My World of Work

In S1, all learners will have access to [My World of Work](#), which tracks and identifies skills, interests and attributes and provides information on career pathways. As learners move up through the school, they will use this resource more and more, to help them plan work experience, identify career options and potential further education or college courses.

Wider Achievement

All pupils will be given opportunities for wider achievement during their time in Knox Academy. Opportunities include:

- Pupil Leadership Team
- Committees E.g. Eco Team, Charities
- Pupil Learning Team
 - S3 Knox4Sports Leaders (Active Schools)  [@Knox4Sports](#)
 - Extra-curricular activities
 - Duke of Edinburgh Award
 - Saltire Award
 - Youth Philanthropy Initiative
 - Bikeability programme
 - Tots and Teens
 - Work Experience
 - Volunteering
 - Prefects
 - Residential experiences and trips



Religious, Moral & Philosophical Studies

There is a statutory requirement to provide religious education and religious observance. RMPS deals with the development of the person in relation to self-awareness, relationships with others, and the understanding of different beliefs, values and practices. As such, it makes an important contribution to the development of pupils in preparation for adult life and can contribute greatly to many future career choices.

Religious education involves understanding the beliefs, values and practices of Christianity and other world religions. Pupils are encouraged to develop understanding of, and respect for, people of different faiths and people who adopt a non-religious stance for living.

Moral education is the process whereby a person develops responsible attitudes towards others and the skill of moral judgement about what is right and wrong. Pupils will learn to appreciate common values such as honesty, liberty, justice, fairness and respect for others. However, they will not be told what to think: RMPS aims to develop the thinking skills that will enable the individual to make up their own minds on religious and moral issues.

Philosophical education allows pupils to participate in discussions and debates and critically consider religious and ethical stances for living. Philosophy is described as an attempt to find answers to some of the deepest questions about ourselves as human beings and the world we live in. It is the approach to these questions as much as the questions themselves that stimulates the thinking skills to deal with philosophical inquiry. Whatever answer is proposed, it must be backed up by careful argument. This puts an emphasis on skills such as evaluation and analysis.

Parents/carers do have the statutory right to have their children withdrawn from RMPS, and should contact the school if they have any concerns.

Additional Classes

Extra classes operate at lunchtimes and after school in a number of departments to support pupils in their studies. These tend to be informal and are very popular with the full ability range.

Our curriculum, in all year groups, also focuses on the key priorities of literacy, numeracy and health and wellbeing. We also focus on developing the key skills for life, learning and working, such as problem-solving, group work, developing creativity and confidence (see Careers Education Standard).

Extra-Curricular Activities

Examination results reflect only a part of the school's provision and achievements. Extra-curricular activities play an important



part in the life of the school and enhance pupil education. All pupils are encouraged to participate in such activities which are organised by teaching staff who invest additional time on a voluntary basis. Listed below are examples of some of the extra-curricular activities that were offered last year. There is a wide range of pursuits catering for individual preferences and interests. It should be pointed out that some activities currently available cannot be guaranteed in future years, since the pattern of activities depends on the changing expertise and interests of staff and pupils. Over the years, Knox Academy pupils have achieved many honours and there have been noteworthy

individual achievements in sport and in the arts.



RRSA and Amnesty International Group, Pupil Librarian, Wind Band, School Orchestra, Hockey, Maths Revision, Art Revision, French Revision, Football, Netball, Choir, Rugby, Duke of Edinburgh, Musical Theatre Group, Fitness (pre-school), Running Club, Yoga Club (pre-school).

Extra-Curricular Sports Timetable 2023-2024

The extra-curricular sports timetable for 2023-2024 will be published mid to late August 2023. Please see below for examples of activities that were on offer during 2022-2023.

ACTIVITY
Boys Rugby
S1-S3 Basketball
Boys Fitness
S2-S3 Lunchtime Club (Activity Varies)
Futsal
Dance Club
Hockey
Boys Rugby
Girls Fitness
Boys Rugby
Girls Netball
S1 Lunchtime Club
Girls Football
Senior Basketball
Girls Rugby
Boys Rugby

Musical Activities

There is an extensive programme of extra-curricular activities in the Music Department. These activities are the basis of the Christmas and Spring Concerts.

The school has a Senior Choir which is open to all pupils in the S3-6. There are no entry auditions.

There are also 7 instrumental groups - S1/2 performing skills (run by S2 (New S3), String Orchestra, Guitar Group, Orchestra, Wind Band, Jazz Band and a folk music group (The Goat's Toes). These groups are open to all pupils with the appropriate playing skills, whether or not they have tuition in school from one of the school's instrumental instructors.

S2s have an Annual 'Battle of the Bands', with excitement building over the Spring term. We also have a 'Build a Band' support for groups selected by their Pupil Support Leaders, who receive extra tuition, for pastoral support through Music.



Complete details of how to join, rehearsal days and times, etc. for each choir or group are displayed on the Music Department notice board. Contact – Ms L Loughrey, Mrs T Martin or Mrs Middlemiss – Music Department.

Sporting Activities

Knox Academy, also known as 'Knox Sport', is proud to offer an ambitious and inclusive range of Sport and Exercise programmes. Clubs and practice sessions take place before and after school. We also provide a range of pre-school and lunchtime activities. We currently offer rugby and hockey matches most Saturdays and attend inter school football, swimming, athletics, netball and badminton competitions.

We run Coach Education and Volunteering Programmes (in association with ELC Sports Development and 'The Saltire Awards') where pupils have a great opportunity to gain coaching certificates and develop leadership skills.

We are very proud of our pupils currently involved in 'Performance Athletes in Schools' (PAIS). Many play their sport at district and international level. Their focus is to improve, just a little...every day. We also have two senior pupils who are Sports Ambassadors.

Contact for Sports and Exercise programmes – tsalkeld@elcschool.org.uk

Outdoor Education

Outdoor Education, by definition, is any educational activity that takes place outside of the classroom. The school offers a number of outdoor education opportunities for pupils in all year groups. These include Activities Week, the Outdoor Education challenges and the MAAP Programme, Teambuilding Weekends and Overseas Expeditions.

The school works with a number of outside agencies including but not exhausting the following;

The Green Team - www.greenteam.org.uk

East Lothian Ranger Service - www.eastlothian.gov.uk

East Lothian Outdoor Education Service www.activeeastlothian.co.uk

STRiVE Adventure - www.strive.scot

Eco-Schools

Knox Academy is currently working to become a more environmentally-conscious school. With two key extra-curricular groups at the helm of this movement - the Eco-Committee and the Green Team - students at Knox are developing a greater awareness of how their actions impact the environment on a local, national and global level.

We are constantly striving to reduce the school's impact on the environment and initiatives to earn an Eco-Schools Green Flag accreditation are underway. The Eco-Committee is also responsible for running our annual Eco-Week, which draws attention to environmental problems and highlights how students can make a difference in their day-to-day lives. The Eco-Committee and Green Team have a vibrant presence in the school and always welcome new members.

Contact - Ms J Laudi





Activities Week

Knox Academy has a long tradition of offering a suspended timetable programme to S1, S2 & S3 pupils. This has always taken place in May, just before the new timetable begins. This experience is an important part of the education of all of the pupils involved. It is a curriculum enrichment programme, whereby pupils gain life skills through various activities/packages /residential trips that are on offer. Whatever pupils choose to participate in during this week, the main outcome and focus is to develop important employability skills such as team work, confidence, communication, leadership, stress management and problem solving. We encourage all learners to undertake a residential experience whilst at Knox Academy, and ensure that money should not be a barrier to accessing this experience.

Please look at the [Activities Week](#) page on the school website for more information.

Contact – Mrs C Falconer (DHT)

Europe – Awareness, Exchanges and Links

There are several opportunities for pupils to extend their European awareness. These include:

- Various trips run by a variety of departments to several European destinations
- Alice Burnett Twinning Scholarship
- European Week of Languages
- Link with school in France

Hong Kong

In 2019 we introduced Mandarin as a language at the school and this can now be taken up to Higher level. We also have established a link with a school in Hong Kong, Tsung Tsin Christian Academy. Students and teachers from TTCA have visited Knox Academy and we hope to visit their school in the future to allow our young people to speak Mandarin in context and also to find out more about Chinese culture and customs.

School Community and Beyond

School and Community

There are Community Education classes in the school during the evenings and information about the vocational and leisure subjects available can be obtained from the Continuing Education Unit, Court Street, Haddington (01620 827606).



It may be possible for adults to attend certain courses with senior pupils during the day. All enquiries should be made to the Head Teacher.

Educational Excursions

Educational excursions are designed and planned in accordance with East Lothian Council's comprehensive guidelines.

Cultural & Community Development

East Lothian Council Services can facilitate enhanced learning opportunities for children through the provision and support of:

- School Library Service
- Instrumental Music Instruction
- Drama Provision/Theatre
- Educational Visits to Museums/Projects
- Study Support and After School Activities
- Sport

The Service is committed to facilitating access to the widest range of creative and learning opportunities.

In addition the school has a wide range of cultural activities which link with the local community for example an ecology and charity events and School Concerts.

Sport and Physical Activity Coordinator – (ACTIVE SCHOOLS East Lothian)

The implementation of full time Sport and Physical Activity Co-ordinators has been in place within East Lothian since 2005. Increasing the number of pupils engaged and participating fully in physical activity, both in curriculum and extra-curricular time and providing access to new and more diverse activities for all pupils are two of the main aims. Ensuring sustainability of opportunities is also a key objective, as is developing stronger links with community and local primary school sport.

Should you wish to volunteer to help or have any questions please contact Mr T Salkeld through the school.

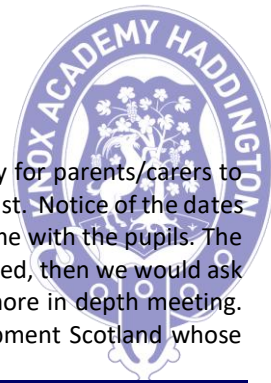
Pupil Council/Pupil Parliament

Elected representatives from all year groups attend a Pupil Council chaired by the Head Pupils. Any pupil can submit agenda items and minutes of the meetings are distributed and discussed.



Parents'/Carers' Evenings

During the course of a session Parents/carers' Consultation Evenings are held that give an opportunity for parents/carers to talk with class teachers. Advance notice of these meetings is given in the Calendar sent home each August. Notice of the dates is to be found in the Knox News and on the school website, and nearer to the date, letters are sent home with the pupils. The learners themselves arrange the appointments, which are 5 minutes in length. If more time were required, then we would ask you to contact the relevant Curriculum Leader or Pupil Support Leader for an alternative time for a more in depth meeting. Parents/carers' Evenings in S2 and above are normally attended by a representative of Skills Development Scotland whose



advice can be most helpful in the complex field of qualifications, courses and employment for school leavers. Additional information evenings provide details about moving from P7 to S1; 'settling in' in S1 and Course Choice Information in the senior school. Parents' Evenings were a mixture of in-person and online during Session 2022-23 and it is likely this will continue in Session 23-24. Most of our Information Evenings will still take place in school so parents/carers can see our learning and teaching areas and where their young person comes to school.

Tracking, Monitoring and Reporting Calendar for Parents/Carers 2023-24

Knox Academy

Tracking, Monitoring and Reporting Calendar 2023-24

	August	Sept	October	November	December	January	February	March	April	May
S1					13th			12th		15th
S2		20th		17th		29th				
S3			10th	23rd			8th			
S4				7th	20th	10th		28th		
S5/6				7th	20th		22nd	28th		

Key

	Snapshot Report (Tracking data only – no SMART Target Comments)
	Full Report (with SMART Targets)
	Parent Consultation
	Dates indicates when reports issued to young people and families



Presentation for Examinations –

Current Arrangements for Pupils in S4/S5/S6

Pupils are presented for National Qualifications at the end of S4. Each pupil is presented at levels appropriate to his or her ability.

National Qualification courses are offered at National 3, National 4 and National 5. The final level of sitting will be indicated nearer the time. National 3&4 courses do not generally require a final exam and are graded Pass/Fail. National 5 courses generally do require a final exam and are graded A (1, 2); B (3, 4); C (5, 6); D (7).

Where required, arrangements are made to support pupils with additional support needs when sitting examinations.

In S5/6 subjects are offered at National, Higher and Advanced Higher. Higher and Advanced Higher include internal Units. Overall awards are graded A (1, 2); B (3, 4); C (5, 6); D (7)

We attempt to meet a wide range of curricular choices but this can be affected by uptake and staffing. For S5 and S6 classes, it may not always be possible to pursue all subjects from National through to Higher and Advanced Higher levels.

When will subject choice/learner pathway reviews take place?

Young people will study and be assessed for qualifications from S4 onwards. In S3, they will choose which qualifications to take in the senior phase. That doesn't mean that there will be no choice before then. S1-S3 will be designed to provide a broad, general education.

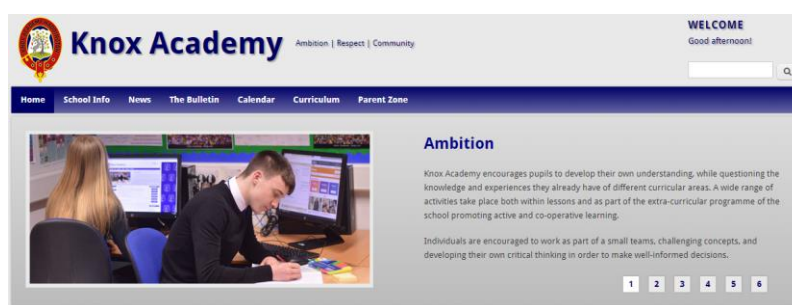
There will be scope for choices including increasing specialisation during that time, ensuring that young people have the right level of challenge and support. This will provide a strong basis for moving on to study for qualifications from S4. The subject options are determined by the school and Local Authority.

Examination Results and School Leaver Destinations

At Knox Academy we aim to encourage and support pupils to achieve their full potential in the National Examinations. Our results are pleasing and remain above local and national levels. We are not complacent, setting ourselves challenging targets and constantly reviewing our study support.

However, examination results reflect only a part of the school's provision and achievements. At Knox Academy we pride ourselves on offering a rich and diverse range of educational experiences for our youngsters. We continue to build on a long history of success in sport, music and the arts.

The School Website is used to communicate our pupils' successes to the school and wider community. For details of results please see Appendices.



Home Learning

Home learning is a key part of the teaching and learning process. It reinforces skills and knowledge from the classroom and helps the pupils develop learning skills outside the school environment.

All classes are now linked with their teacher through Google Classroom and assignments are often shared through this platform. Feedback is increasingly electronic, and we have found that this has also enabled greater collaboration between peers.

Homework should help pupils to:

- revise/learn/practise;
- test the understanding of a subject;
- apply knowledge to a varying range of tasks;
- promote self-confidence, and
- highlight any difficulties they are experiencing

Frequency/Amount of Homework:-

S1/S2: approx. 15-30 minutes per homework task set.

S3/S4: approx. 30-60 minutes per subject per week.

S5/S6: up to 2 hours per subject per week.

We would like to stress the importance of parents/carers supporting the school policy, in showing interest, and in ensuring that home learning is done efficiently, thoroughly and regularly. Our current Home Learning Policy can be located [here](#).

Parents/carers are asked to encourage pupils who are learning a musical instrument to practise regularly.

Please inform the school if your son/daughter is having any problems with homework or meeting deadlines.



The Knox Academy Way

Following recent consultation with pupils, parents/carers and staff, we have agreed 'The Knox Academy Way.' This is based around the high expectations we have at our school to ensure everyone can learn in a happy and safe environment. These



expectations are based around our school vision and values. We ask that all pupils engage with these expectations so they, and others, can achieve their potential.

Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners.

Ambition

- To work to the best of my ability in all subjects.
- To ask for help when I need it.
- To ask to use ICT if I need it and to bring any additional resources I may need to the class e.g. a coloured overlay.
- To accept learning new things can be challenging and mistakes are likely.
- To have high expectations of what I can achieve.
- To work in pairs/groups to support my own and other's learning and knowledge. To ask for extension work if I have completed my tasks. To use IT to support my learning and home learning. To complete home learning tasks to the best of my ability and on time. **Respect**
- To arrive on time to school and my classes.
- To attend school and classes every day unless unwell.
- To bring the correct equipment to all my classes (including PE).
- To follow the Knox 90.
- To treat others in a respectful way at all times (class/corridors/social areas/in the community).
- To respect the classroom environment (I can drink water to keep hydrated).
- To follow all instructions given by teachers/members of staff.
- To walk through the school, following the one way system, in a calm and controlled manner so we all feel safe.
- To look after all resources and facilities (jotters, textbooks, changing rooms, PE halls, toilets, social areas).
- To ensure mobile phones are not seen and not heard during lessons.
- To remove AirPods/Earphones during the school day (except breaks and lunch) so I can communicate with others.
- To keep me and other healthy and safe, I will not bring or use drugs, cigarettes/vapes or alcohol on or around school premises.

Ambition

Respect

Community

Community

- To work effectively with my peers to so everyone can achieve their potential.
- To celebrate my own and others' successes.
- To keep our Eco-school tidy (classrooms, corridors, social areas, toilets, grounds).
- To put my litter in recycling bins.
- To wear the Knox Academy school uniform and represent the school with pride.
- To be polite and respectful in our local and wider community so the school is viewed positively at all times.
- To engage in extra-curricular activities to further develop my links with other pupils across the school and develop my life skills.



Learning and teaching/behaviour for positive relationships

- Pupils must not wear hooded tops to school and this will reduce any debates about asking for them to be removed.
- Pupils should all be in school uniform and we can give support with this if required via our uniform bank (with lots of brand new school wear in this)
- Restorative conversations (both staff and pupils being able to discuss how an incident made them feel and agreeing a way forward)
- Hosting in a senior class to give a few periods to explore the issue before the pupil returns to class – which allows others to learn too where the issue is around behaviour
- Use a support card with Pupils Support Leader, DHT or HT, to get comments on from class teachers
- Attend the Pupil Support Base/Support for Learning for support with work
- Meeting with parents/carers/Child's Planning Meeting
- A timetable adjustment – in consultation with the pupil and parents/carers
- Change of teacher/subject/class – in consultation with the pupil and parents/carers (and only if this is possible)
- Support from other agencies
- Hosting at another local school (if space is available)
- Formal Disciplinary Warning. FDW is used when a pupil had exhibited unacceptable and unsafe behaviour which could be deemed to merit an exclusion, but where a formal exclusion would not be appropriate
- Exclusion (up to 5 days) — followed up by a next steps planning meeting to support a positive return to school. This return to school may involve the use of a temporary part-time timetable to reintegrate the young person.



Mobile Phone Policy



PHONE USE AT KNOX


MOBILE-FREE ZONES

- Classrooms
- PE Department
- Corridors
- Lunch Hall
- Library


Reminder!

You can use your phone in the social area and outside of school

Okay



Ambition
Community
Respect

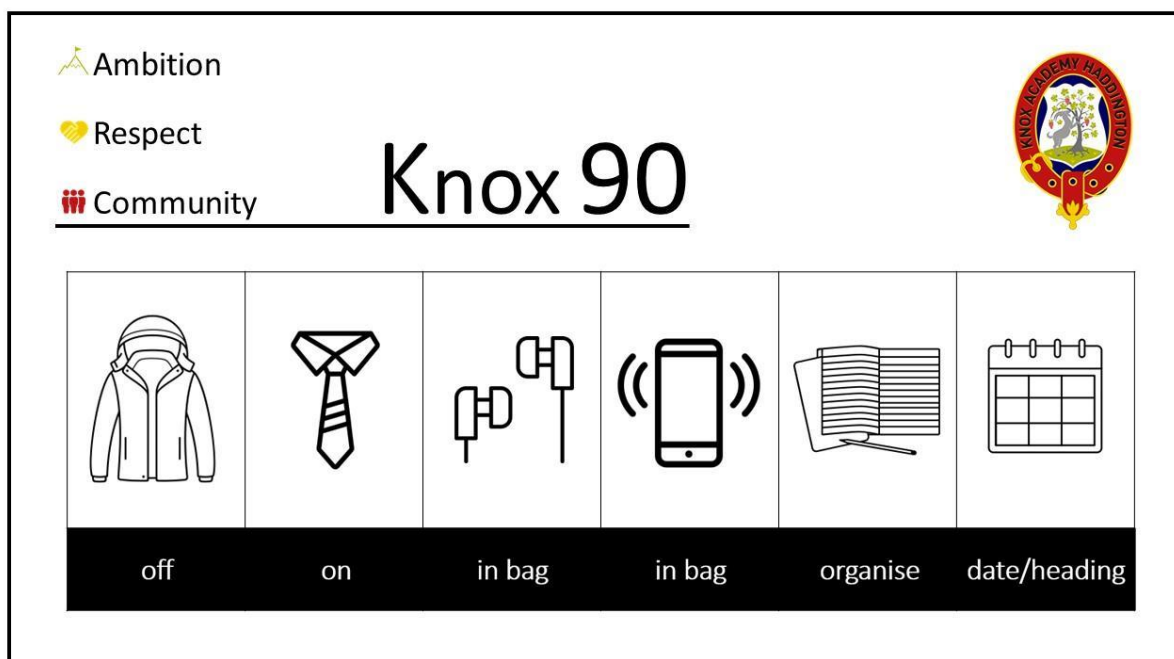


Positive Relationships

Positive Relationships for Learning:

Positive relationships are vital for effective learning and teaching to take place and to ensure all of our young people have a climate for learning that allows them to reach their potential. We have a role to play as staff across the school in relation to being positive in our communication with young people. We must have a consistency of approach in regard to our expectations (see appendix 1) in and out of the classroom and ensure these are communicated explicitly to all of our learners. These high expectations, linked directly with our school vision and values, must be prevalent in all classrooms and in our work beyond the classroom. By ensuring consistent application of our Knox 90 (90 seconds to get ready for learning when pupils arrive in a classroom) we ensure a positive start to the beginning and end of lessons.

Knox 90 is:



In order to support our climate for learning and positive relationships across Knox Academy, we have a five stage/stepped interventions approach that staff should use. These are:

1. Verbal Reminder 2. Scripted Responses 3. Restorative Conversations (with CL/DHT present if required) 4. Curriculum Support Room 5. On-Call Manager

1. Verbal Reminder – staff should remind pupils about their expectations of the task they should be completing and to help them focus upon it; the behaviour they are expecting to see or the value they are expecting the pupil to show. This should also be framed in a short/concise positive phrase to re-engage the pupil in the behaviour you wish to see.

2. Scripted Responses – these are good to use as set phrases to encourage the pupils to adopt the behaviour you wish. Some of the useful phrases suggested are: jackets off, thanks; phones in bags, thanks; silent work, thanks; thank you for being respectful and not speaking over others etc. Staff can also create their own bank of scripted responses. The aim of scripted responses is that pupils also get to know these and what is expected of them. They are short in form to help ensure relationships are kept positive through positive framing of expectations.

3. Time Out (Restorative Conversation) If 1 and 2 have not accomplished the goal of the young person being on task and engaging positively there may be a need to have a conversation with the young person about your expectations. This should be done in a quiet place and not in front of other pupils (remember the saying, 'praise in public, reprimand/discuss in private'). Restorative conversations should focus on the identified behaviour and how you can work together, in a positive manner, to

ensure that the behaviour expected can be achieved and the pupil can resume their learning in the classroom with their peers. This should be recorded on a pupil referral form so Curriculum Leader and teacher both have a record of this. If you need support with how to conduct a restorative conversation please speak to your Curriculum Leader who can advise you on this or accompany you in a conversation with the pupil (if being carried out at a later stage).

4. Curriculum Support Room – this is an internal faculty arrangement that can be used where repeated behaviour has been shown, over a period of lessons or time, and the pupil is removed to focus on their learning in another classroom/SfL room or staff base. This is arranged through the Curriculum Leader. This provision allows pupils time to reflect on expectations and for the teacher to focus on the learning and teaching of the class without interruption or disruption. The CL should also carry out a restorative conversation with the pupil and the class teacher/pupil before the pupil is re-integrated to class so expectations are agreed. A pupil's removal to the CSR should only be short term and it is expected they re-join the class as soon as possible.

5. On-Call Manager – this should only be used in exceptional circumstances. If it is used too quickly and for minor concerns regarding a lack of pupil engagement or where a restorative meeting should have been the route, this undermines this system and may mean that the on-call leader is unable to support another member of staff at this time. Please enlist the support of your CL in the first instance if they are available and not teaching. If you have a hot spot/a class where building positive relationships is more challenging, please seek support from your CL, Pupil Support Leaders (House) or your faculty's DHT link or add to our 'On Call Hot spot list' in the office. We are here to support you to ensure relationships are strong between teachers and learners in all classes. However the most positive relationships are the ones where teachers are empowered to manage their classroom relationships as best as they can and try all options before enlisting support from their CL, Pupil Support Leaders or DHT. Using peers to observe classes where the pupil is doing well in another faculty can also provide support for classroom practice and can afford an opportunity to build relationships with pupils in a different subject area that you can then take back to your own classroom. It also provides a platform to talk to the other teacher about their approach to how they built that positive relationship with that pupil so they are engaging in their class.



Our one page blueprint for creating positive relationships is up in all of our classrooms at Knox Academy and this is what it looks like:

Knox Academy Positive Relationships



Our vision at Knox Academy is always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners.



Visible Staff Consistencies

1. Meet and greet learners at door and Knox 90.
2. Consistent language used by class teachers.
3. Teacher to dismiss class in an orderly manner.

Expectations

1. Work to the best of your ability. **(AMBITION)**
2. Treat others as you want to be treated. **(RESPECT)**
3. Be part of your learning **COMMUNITY**.

Over and Above Behaviours

1. Praise Postcards.
2. Positive Recognition Boards.
3. Hot Chocolate Friday.

Ambition | Respect | Community

Stepped Interventions

1. Verbal Reminder.
2. Scripted Responses.
3. Time Out. (Restorative Conversation)
4. Curriculum Support Room.
5. On-Call Manager.

Microscript 2 second interventions

1. Jackets off, thanks.
2. Phone in bag, thanks.
3. We don't talk over others, thanks.

6 Restorative Questions

1. What happened?
2. What were you thinking?
3. How did this make you feel?
4. Who else has been affected ?
5. What should we do to put things right?
6. How can we do things differently in the future?

Article 29: You have the right to live peacefully, protect the environment and respect other people.



Knox Academy's Inclusion Statement:

"Knox Academy strives to be inclusive by welcoming all, celebrating difference and endeavouring to ensure all members of our community are supported to reach their full potential".

Knox Academy, Inclusion Statement

To live up to our stated commitment to inclusion and core values of ambition, respect and community, Knox Academy is committed to creating a safe and respectful learning environment by promoting positive relationships across the whole school community.

Definition of Bullying

East Lothian Council defines bullying as behaviours that can cause people to feel hurt, threatened or left out. Prejudice-based bullying is when this behaviour is focused on any personal characteristic relating to the young person's identity or circumstances e.g. gender, race, disability or sexuality. [East Lothian Council - Respect for All Policy - November 2020](#) is the one we adopt at the school.

Online or cyber bullying is when bullying behaviour takes place online usually through social media or gaming platforms.

Commitments and Responsibilities

To address bullying behaviour and promote positive relationships Knox Academy will promote an ethos where bullying behaviour is not tolerated, pupils are empowered to report concerns and staff model appropriate behaviour. Record, monitor and analyse reported incidents of bullying behaviour. Deal promptly and sensitively with reported incidents in line with East Lothian Council Policy, and include parents/carers where appropriate.

Parents and carers will promote and model positive social skills. Take responsibility for the online activities of the children in their care. Communicate concerns to relevant staff.

Pupils will treat others with respect and kindness. Challenge, where appropriate, bullying behaviours. Report any incidents they see or are involved in. Be honest when supporting staff to resolve any issues.

Managing Incidents

Incidents of reported bullying behaviour will be addressed as per East Lothian Council guidelines, summarised below.

STEP 1: Alleged incidents should be reported to a member of staff. Where appropriate incidents will be dealt with there and then by the member of staff. Details will be recorded and logged.

NB all reported incidents will be taken seriously.

STEP 2: Where the incidents needs to be referred on, the member of staff will share the details of the incident with the relevant member of the school leadership team. Further investigation will be carried out. A decision will be made as to whether an incident of bullying has taken place. Parents/carers will be informed if appropriate.

STEP 3: Where bullying has been found to have taken place a decision as to next steps will be made, which will include the nature of support for those on the receiving end of bullying behaviour.

Consideration of appropriate interventions for those displaying bullying behaviours in line with the school's approach to promoting positive relationships.

STEP 4: All incidents of bullying behaviour will be recorded and this information used to identify patterns of behaviour or issues relating to equality in order to inform school improvement.

If any of the parties involved are unhappy with the outcome they have the right to request that further consideration is given, and may, ultimately make use of East Lothian Council's complaints procedure.



Useful Links

East Lothian Council – [Anti-Bullying Policy](#)

Respect Me - Scotland's anti-bullying service

<https://respectme.org.uk/>

Childline - [Cyberbullying: Information and Advice](#)

Support for Pupils

Pupil Support

Pupil Support at Knox exists to support the general aims of the school in creating a positive ethos of achievement and expectation and to ensure that all pupils receive sympathetic help to achieve their full potential and equip them for life in the community and beyond.

Pupil Support Team

Support Co-ordinator – Mrs C Falconer (Depute Head Teacher)

Garleton Ms L Adam

Lammerlaw Mr S Meekison

Traprain Mrs W Doig

Head of House

Garleton Mrs C Falconer Depute

Lammerlaw Mr D Russell Depute

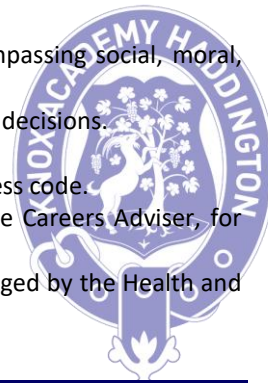
Traprain Mr S Illingworth Depute

Pupils are arranged in Tutor Groups for registration according to their House. Pupils will generally remain in the same house throughout their school career to enable them to build up a relationship with their Pupil Support Leader (House).

As well as Parents/Carers' Consultation Evenings, there are Information Evenings for Parents/carers before pupils make decisions about subject choices.

Aims of the Pupil Support Team (Pupil Support Leaders – House)

- To ensure a smooth transition from primary to secondary school.
- To provide a point of contact for all pupils and their parents/carers/carers.
- To monitor the progress of each pupil's social, personal and intellectual development.
- To communicate information to parents/carers/guardians concerning their child's progress.
- To liaise closely with the Learning Support Department, subject teachers and the Support Base, to respond to the special needs of every pupil, and where necessary to formulate detailed individual education programmes.
- To liaise closely with outside agencies to support pupils in school.
- To record information on all pupils.
- To develop and deliver an appropriate programme of Personal and Social Education, encompassing social, moral, careers and health education.
- To encourage pupils to be aware of their own development, to set targets and make informed decisions.
- To support inclusion of all pupils.
- To communicate and promote the policies of the school e.g., anti-bullying, school conduct, dress code.
- To support Learner Pathways/Course Choices and to advise on qualifications, along with the Careers Adviser, for employment and further/higher education.
- Whilst support for pupils is a whole school responsibility, certain aspects of support are managed by the Health and Wellbeing Faculty.



Pupils with Additional Support Needs

All East Lothian schools offer a range of supports for children and young people with additional support needs. There are a number of additional services within the Authority that offer enhanced support to pupils with additional support needs.

Provision and resources are accessed through the local authority's processes of resource allocation and Staged Assessment and Intervention, in consultation with professionals, the child or young person and their family.

The Council's Policy document "Framework for Meeting Additional Support Needs" provides a framework for full and effective inclusion of pupils with additional support needs.

A range of specialist provision is available to meet the learning and development needs of all children. A range of provision is available from outreach staffs who work with pupils with literacy difficulties, English as an Additional Language, who have long term absence due to illness, visual or hearing impairment and pre-school pupils with additional support needs. Three Associated Team Co-ordinators (each one operating across two associates) can provide information, advice or support to individual schools/teachers in respect of Support for learning issues. East Lothian Inclusion Service (ELIS) offers a range of provision for children and young people with social, emotional and behavioural difficulties.

East Lothian Educational Psychology Service

Educational Psychologists are part of the Department of Services for People within East Lothian Council. They make regular visits to all nursery, primary and secondary schools in the authority.

What do Educational Psychologists do?

Educational Psychologists work collaboratively with other professionals, parents/carers and carers, to help children and young people overcome barriers to learning. They support school staff to enhance learning environments, to ensure they are effective for all children and young people, whatever their learning needs.

How does an Educational Psychologist become involved with my child?

If you have any concerns about how your child is getting on at school, the first thing to do is share them with school staff. If staff feel that an Educational Psychologist may be able to help, they will contact their link Educational Psychologist for a consultation or invite them to a staged assessment meeting in school. If the Educational Psychologist is going to become formally involved with your child, then parental permission for this will always be sought. You are also welcome to contact the Educational Psychology Service directly if you would prefer.

You can find out more on the East Lothian Council website or you can contact on Telephone: 01620 827944 or write to East Lothian Council Educational Psychology Service, John Muir House, Haddington, East Lothian, EH41 3HA.

ASL Act 2009

A child or young person who has additional support needs, and also his/her parents/carers or carers should be involved in any decisions-making. They can have a supporter with them at meetings or have an advocate present to present their case for them. A young person's views must be taken into account for post-school transitions.

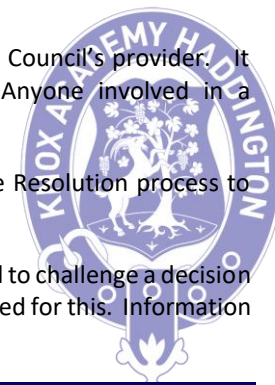
Young people and parents/carers/carers should be provided with information and advice about their own, or their child's additional support needs. They can also request, at any time, an assessment to establish additional support needs or if a Co-ordinated Support Plan (CSP) is required, or for a CSP to be reviewed.

A young person who has additional support needs or his/her parent or carer can make a placing request to another education authority or an independent school.

The local authority is required to provide free mediation. Common Ground Mediation is East Lothian Council's provider. It promotes collaboration between parents/carers, children, and school and education services. Anyone involved in a disagreement can access this service. Information is available from Inclusion & Equality.

Young people and parents/carers or carers can make an application to use the free, national Dispute Resolution process to resolve certain types of dispute. Information is available from Inclusion & Equality.

Young people and parents/carers or carers can appeal to the National Additional Support Needs Tribunal to challenge a decision about a CSP and certain other matters relating to additional support needs. Free advocacy can be provided for this. Information is available from Inclusion & Equality.



Learning Support and Additional Support Needs

Currently, the Pupil Support Team (ASN) has three teachers (including the Pupil Support Leader) and ten Pupil Support Assistants. The Pupil Support (ASN) staff support pupils with additional needs to gain access to the curriculum. They do this by working in class alongside subject teachers and by the direct teaching of individuals and small groups within the Department. To back up this support, they work closely with Pupil Support Leader (House/s) and with visiting specialists and relevant outside agencies. They also liaise with primary schools regarding pupils' individual identified learning needs so that these can be addressed when they transfer to secondary school. However, if you have any concerns that your child might require additional support, please contact Dr V Lyon (Pupil Support Leader (ASN)) so that we can further assess your child's particular needs.

Further Support

The school aims to offer support and assistance to youngsters who find the academic and social demands of life in the school and community overwhelming at times. We operate a Pupil Support Base that offers a supportive environment for pupils experiencing difficulties. The Pupil Support Base runs a number of courses including anger management and Bikeability and offers supervised spaces at break and lunchtimes.

There is a range of specialist provision available to meet the learning and development needs of all children and young people. There are various approaches used to support children and young people who have social, emotional and behavioural difficulties. These include in-school support bases, enhanced curriculum groups and input from the Children's Services.

The school may also enlist the knowledge and advice of other professionals where youngsters are exhibiting significant learning, social, emotional or behavioural difficulties.

Equality and Diversity

The Equality Act 2010 makes discrimination against disabled people unlawful. It covers employment, recruitment, education, and access to goods, facilities, services and premises.

East Lothian Council is committed to delivering high quality and inclusive services to the people living and working in East Lothian. We aim to:

- encourage a positive and proactive approach to ensuring that our services focus on the needs of individuals in the community
- promote anti-discriminatory practice in all areas of our work and employment practice

We know that people in our community experience discrimination and disadvantage because of their personal/life circumstances or because services are failing to meet their specific needs. As such, our work is focused on groups which are more likely to experience discrimination on a consistent basis due to their:

- Race
- Disability
- Gender
- Age
- Religious belief
- Sexual orientation

To help us deliver our commitment to equal opportunities there is an overarching equal opportunities policy. This is supplemented by specific equality schemes covering race, disability and gender.



Safeguarding and Child Protection

East Lothian Council is committed to ensuring that all children and young people have the right to be cared for and protected from harm and abuse; they have the right to grow up in a safe environment in which their rights are respected and their needs met. The policy to support this can be found in the [Local Authority Safeguarding and Child Protection Policy](#) (updated June 2023).

Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

Protecting children from abuse and maltreatment

Preventing harm to children's health or development

Ensuring children grow up with the provision of safe and effective care

Taking action to enable all children and young people to have the best outcomes

(NSPCC)

At the school safeguarding is everything we do to promote and protect pupil welfare.

- Building positive relationships to create an ethos of care and trust
- Addressing issues of safeguarding in the curriculum from Science lab safety to the whole PSE curriculum
- Accurately recording attendance
- Encouraging pupil voice
- Helping to develop resilience in our young people
- Promoting the four capacities (Success Learners, Confident Individuals, Effective Contributors, Responsible Citizens)
- Knox 90 wellbeing scans (using the [SHANARRI](#) indicators as a guide)
- Making wellbeing referrals if we are concerned about aspects of SHANARRI
- Working with partners
- Monitoring IT use
- Monitoring and responding to incidents of bullying, racism, homophobia etc.

Safeguarding means having a 'golden thread' of wellbeing that runs through and informs all we do, meaning pupils are part of a school which prioritises their welfare.

Child Protection is part of wider safeguarding but with a very specific purpose.

Child Protection

Child protection is part of [Getting It Right For Every Child \(GIRFEC\)](#) – our national approach to improving outcomes and supporting the wellbeing of children and young people. The aim is to ensure that Scotland's child protection system puts children's wellbeing first and keeps them safe from abuse and neglect.

The East and Midlothian Child Protection Committee (EMCPC) is the key group dealing with Child Protection work in East Lothian and Midlothian. Child abuse can happen to any child and in any family background. We all have a duty to protect children, whether we are professionals or private individuals.

If you think a child is being abused or neglected there are a number of ways you can report your concerns:



You can contact the school and speak to the House Teams or Designated Member of Staff (Head Teacher or Depute Head Teachers).

You can contact the Children's Services duty social worker, during office hours, by calling 01875-824090 (Mon-Thurs 9am-5pm and Fri 9am-4pm), **or** the Emergency Social Work Service by calling 0800 7316969 at any time outside normal office hours. The contact details are Children's Wellbeing, Randall House, Macmerry, EH33 1RW, Tel 01875 824309 E-mail: childrenandfamilies@eastlothian.gov.uk.

You can also call the police and report it directly to them.

The Procedures in place promote a high level of inter-agency co-operation when working with children who may be in need of protection. Training is available for all staff in East Lothian Council to ensure that their skill and commitment is used effectively in identifying and protecting children who have been abused or may be at risk of abuse. The Procedures will further encourage the partnership that exists between the Resources and People Services, Health and the Police in East Lothian and will help towards building a partnership with parents in carrying out our duties and responsibilities to East Lothian children and young people. Further information can be found at: [Social care and health | East Lothian Council](#)



School Improvement (SIP)

The Knox Academy School Improvement Plan for session 2023-24 will be produced in June 2023 and updated throughout this year and includes actions based on the following priorities which link to *How Good Is Our School 4*:

Priority One: Curriculum - Meeting the Needs of all Learners

Priority Two: Wellbeing, Equality and Inclusion

Priority Three: Leadership

[The School Improvement Plan and Parental Summary](#) can be viewed on our school website

Parents/Carers

Parent Forum & Parent Council

The Scottish Schools (Parental Involvement) Act 2006 encourages and supports more parents/carers/carers to become involved in their children's education.

The main aims of the Act are to:

- Help parents/carers become more involved with their child's education and learning.
- Welcome parents/carers as active participants in the life of the school.
- Provide easier ways for parents/carers to express their views and wishes.
- To help achieve these aims, all parents/carers automatically become members of the Parent Forum at their child's school and are entitled to have a say in what happens at the school.
- As members of the Parent Forum parents/carers have a say in selecting the Parent Council (the representative body) to work on behalf of all parents/carers at the school. The role of the Parent Council is to:
- Support the school in its work with pupils.
- Represent the views of all parents/carers.
- Encourage links between the school, parents/carers, pupils, pre-school groups and the wider community.
- Report back to the Parent Forum.

The new Parent Council has been recognised in law from August 2007. For more information on the Parental Involvement Act or to find out about parents/carers as partners in their children's learning please contact the school or Val McIntyre at the Department of Education & Children's Services on 01620 827228 or bskirrow@eastlothian.gov.uk or visit the Parentzone website www.parentzonescotland.gov.uk or East Lothian Council website www.eastlothian.gov.uk.

For further information about the Knox Academy Parent School Partnership and Parent Council go to edubuzz.org/knoxparents/carers or e-mail parentcouncil@knox.elcschool.org.uk.



Members of the Parent Council are:

- Lesley Pirie (Chair)
- Katrina Booth
- Elaine Towler
- Caroline McKinnel
- Janet Imrie
- Anne Hunter
- Phil Ross
- Colin Henderson
- Hannah McBride (teacher)
- Angela MacDonald (teacher)

Knox Academy PTA

Knox Academy's Parent Teacher Association is the social/fundraising arm of the Parent Council. The money raised pays for equipment around the school that will enhance each pupil's education. Any parent interested in becoming involved with the PTA is invited to any of the meetings. The PTA appreciate any help received. Events planned in previous years include:

- | | |
|------------------------------|----------|
| ● Christmas Dance | December |
| ● Burns Supper | January |
| ● Duck Derby | June |
| ● Knox Academy Sports Awards | June |

Unacceptable Behaviour

East Lothian Council does not tolerate physical or verbal abuse towards staff. Such abuse is a criminal offence and may lead to prosecution.

Transition

Skills Development Scotland Support (Careers Provision)

The provision of careers information, advice and Pupil Support is an important part of the Pupil Support programme at all stages from lower to upper school. An extensive Careers Education programme is a major component in Social Education for all year groups and is supported by the Careers Advisor.

There is an excellent Careers Library with up-to-date information covering a wide range of Careers. Much of this information can now be accessed using information technology resources.

In addition, pupils have access to a wide range of other experiences/resources to help them plan and set targets. These start in S1 but are most heavily concentrated in S4-S6, and include such things as Work Experience, Mock Interviews, C.Vs and visits to Higher Education Institutions, to name but a few. Parents/carers are invited to consult with the appropriate Pupil Support Leader (House) on any aspect of Careers.

Skills Development Scotland draws up an annual plan, agreed with the school, which details Careers provision for the school year.



Skills Development Scotland offers advice, Pupil Support and information to pupils on future careers plans, ranging from employment and training to further and higher education. In order to do this, the Careers Advisor works closely with the school Pupil Support staff and is available to all pupils in the school but concentrates mainly on pupils in the middle or upper school (S4-S6). Most of the work carried out in the school by the Careers Advisor is individual interviews and group work. The Careers Advisor also provides a drop-in at school when any pupil can call in to discuss careers. For those pupils who intend to seek employment and/or training, vacancy details are displayed on the Careers Service vacancy board in school. The Careers Advisor attends the Coursing days for S3, S4 and S5.

1:1 Appointments

Any student, in any year, at any time, can request a careers appointment. All students in their 'significant subject choice year' (S3) given a 1:1 appointment.

A number of senior phase students who may require extra careers guidance are identified by the school at the start of the school year. Any school leavers in this group will be seen a minimum of 3 times for a 1:1 appointment.

Parents/carers are welcome to attend (currently virtually) appointments if they request to do so.

Group Engagements: All S1 in the first couple of months at school (Intro to careers service in school)

All S2 (Career Management Skills)

All S3 (Subject Choice)

All 4th Year (Post school options)

5th and 6th Years at request of school. E.g. Interview skills with the 6th year Employability Group.

Other information:

All students have access to an online careers account on www.myworldofwork.co.uk

We have developed another site which is continually being updated for parents and careers called www.mykidscareer.com

The School Careers Advisor this session is Mr Chris Trotter who is available in school for a day and a half every week.

The Careers Advisor can also be contacted at:

Skills Development Scotland

Adam Ferguson House

Eskmills Park Station Road

Musselburgh

EH21 7PQ

Tel: 0131 665 3120

E-mail: chris.trotter@sds.co.uk



Initial Destinations – post school participation 2020 to 2022 data

Leavers' initial destinations for S4, S5 and S6 combined

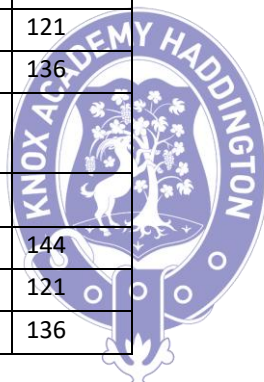
Establishment	Year	% of Schools Leavers in a Positive Destination
Knox Academy	2021/22	97.3
National		96.42
Knox Academy	2020/21	92.31
National		95.48
Knox Academy	2019/20	90
National		93.36

S4 Attainment Data (all candidates)

	Percentage of the S4 cohort who achieved 5 or more awards at each SCQF level in S4 (A-C grades)					Number in cohort
Year	Level 1	Level 2	Level 3	Level 4	Level 5	
2022	75.86	75.17	73.10	70.34	55.17	145
2021	87.67	87.67	87.67	83.56	58.22	146
2020	85.95	85.95	85.95	79.34	51.24	121
2019	76.26	76.26	76.26	69.06	56.12	139
2018	84.50	84.50	83.72	77.52	55.04	129

S5 Attainment Data (based on S5 cohort only)

	Percentage of the S5 cohort who achieved 5 or more awards at each level by S5 (A-C grades) - cumulative						Cohort
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
2022	90.28	88.89	88.89	85.42	61.81	29.88	144
2021	86.78	86.78	86.78	81.82	65.29	32.23	121
2020	83.09	83.09	83.09	75.74	66.91	31.62	136
	Percentage of the S5 cohort who achieved 3 or more awards at each level by S5 (cumulative)						
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
2022	94.44	93.06	93.06	89.58	75.00	46.53	144
2021	95.04	95.04	93.39	88.43	71.90	52.07	121
2020	92.65	92.65	91.91	84.56	74.26	56.62	136
	Percentage of the S5 cohort who achieved 1 or more awards at each level by S5 (cumulative)						
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
2022	98.61	98.61	97.22	94.44	83.33	56.94	144
2021	99.17	99.17	98.35	93.39	81.82	63.64	121
2020	98.53	98.53	97.79	92.65	80.88	66.18	136



S6 Attainment Data (based on S6 cohort only)

	Percentage of the S6 cohort who achieved 5 or more awards at each level by S6 (A-C grades) - cumulative							Cohort S6/S4
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	
2022	89.34	87.70	87.70	82.79	67.21	45.08	0.00	122
2021	83.09	83.09	83.09	75.74	68.38	52.21	0.00	136
2020	85.61	85.61	84.85	80.30	69.70	43.94	0.00	132
	Percentage of the S6 cohort who achieved 3 or more awards at each level by S6 (cumulative)							
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	
2022	95.08	95.08	93.44	88.52	75.41	57.38	8.20	122
2021	91.91	91.91	91.18	83.82	73.53	62.50	8.09	136
2020	90.15	90.15	89.39	84.85	75.76	58.33	3.79	132
	Percentage of the S6 cohort who achieved 1 or more awards at each level by S6 (cumulative)							
Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	
2022	99.18	99.18	98.36	93.44	81.97	66.39	29.51	122
2021	98.53	98.53	97.79	92.65	80.15	68.38	37.50	136
2020	95.45	95.45	94.70	91.67	82.58	65.15	30.30	132



Administrative Information - Provided By East Lothian Council for Schools

Health, Safety and Welfare:

Transport:

The Council's current policy is to provide home to school transport for those pupils attending the District School who live more than two miles from that school.

Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are not normally entitled to free transport on a "grace and favour basis" but must be applied for each session. These can be withdrawn should the seat be required for pupils who qualify for this provision.

Travelling expenses are also met in the case of any pupil whom the Council requires to attend a school other than the district school provided the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education.

Consideration may also be given to requests for assistance with travel in exceptional circumstances, e.g. where the road between home and school is deemed dangerous by the Council (through consultation with the Police Road Safety Department) and where there is no public transport available.

Parents/carers who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.

Meals:

The Food Court offers a variety of food at lunchtime and pupils may purchase a meal or snack.

A [full menu for session 2022/23](#) is available, with example prices as at June 2022: Meal Deal £2.30, Filled Baguette £1.49, Salads from £1.40, Home Baking 70p and Drinks from 32p. A [weekly menu view](#) is also available.

Snacks are available at interval and before school. Arrangements are made to accommodate those who wish to bring a packed lunch.

Details about menus and allergy advice can be found on the ELC website under [healthy eating in schools](#).

Under the Council Committee for Education policy, people receiving the following benefits should continue to complete a [free school meal application form](#) to ensure they are not charged for school milk.

Free School Meals will be granted only to pupils attending schools under East Lothian Council's Management, whose parents/carers are in receipt of:

- Income Support
- Income Based Job Seekers Allowance
- Employment Support Allowance (income related)
- Child Tax Credit but **NOT** Working Tax Credit with an annual income less than £16,105
- Child Tax Credit **AND** Working Tax Credit with an annual income less than £6,420.
- Universal Credit where your monthly earned income does not exceed £610. **(please note that a copy of your Online Journal Statement must be provided with this application)**

Please note that you **MUST** provide your **FULL** Child Tax Credit Award Notice if you are only applying for Free School Meals, under the Child Tax Credit rule.

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim Free School Meals. You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999. The person making the claim must be the person in receipt of the benefit.

East Lothian Schools operate a cashless catering system whereby pupils can load money onto their young Scot Cards.



Further information and an application form can be obtained from the school or from the Pupil Support Division, Department of Education & Children's Services, Inclusion & Equality, John Muir House, Haddington, EH41 3HA.





EAST LOTHIAN COUNCIL

Resources and People Services

John Muir House Handbook (Appendix to School Handbook)

January 2023

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Communication

School Communication with Parents

The Children (Scotland) Act 1995 amended the definition of "parent" in the Education (Scotland) Act 1980 to "Parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of, a child or young person". Communication with parents can take many forms and has many purposes. Schools are supported by East Lothian Council to use a range of ways to ensure that all parents have the information that they need to support their own child's learning and to help them become involved in the life of the school.

Parents who no longer live together – Information

Effective communication between the school and parents is vital. This can sometimes be difficult when parents separate or divorce. If parents separate or divorce, both parents will normally retain parental rights and responsibilities in respect of their child, unless the court has specifically removed some or all of these. This will mean that in relation to placing requests, appeals against certain educational decisions and access to pupils' records both parents will normally have an equal right to be involved. It also means that parents who don't have residence of the child do not necessarily lose all rights to information and involvement in decision-making relating to their child. Other people such as grandparents may also be awarded certain parental responsibilities or rights by virtue of a court order.

Schools will therefore request the names and addresses of both parents at the time of enrolment and at the annual update of data. The parent/s with whom the pupil resides will automatically receive all communications from the school. If a parent lives away from the family home they will, when the school is first informed of their address, receive a Recorded Delivery letter enquiring whether or not they wish to receive information about their child's education. If no reply is received it will be assumed they do not wish to be kept informed and there will be no further communication unless a request for information is subsequently received. If they wish to be kept informed they will receive copies of all communications regarding the pupil including copies of reports and notification of Parents' Meetings. The parent with whom the pupil resides will be informed that this is happening.

The school is dependent on the parent with whom the pupil resides supplying the appropriate information i.e. the address of the parent not living in the family home, details of Court proceedings prohibiting that parent's involvement in the child's education or any other relevant documentation. Parents/Carers should note that children can only be collected from school by the parent with whom they reside unless the parent/carers have authorised an alternative arrangement. If someone else is to collect the pupil the school should be informed in advance.

Parents Portal

Parents Portal is a new way for parents to access information on their children, interact with their schools and easily access other school services. Parents can access the Portal by using the same myaccount login (which is used for SchoolPay) to update parent and child details, report absences, access SchoolPay, and much more. Over time, more services will be available. For more information on how parents can log into the Parents Portal and "link" to their children, go to:

www.eastlothian.gov.uk/parents-portal

School Ethos

Creating a Positive Ethos

Developing a positive relationships ethos in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Robust policies and procedures ensure a consistent approach to improving relationships and behaviour across the whole community. Everyone involved in the school and community has a critical part to play in establishing open, positive and supportive relationships to ensure the wellbeing of all.

Schools use a range of approaches to promote a positive school ethos such as, restorative approaches, initiatives that promote the UN Convention of the Rights for the Child and broad approaches to creating a Nurturing Environment within schools.

More information can be found from the Scottish Government's website on "*Improving relationships and promoting positive behaviour in Scotland's schools*" at [Developing a positive whole school ethos and culture: relationships, learning and behaviour - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/publications/2019/04/developing-a-positive-whole-school-ethos-and-culture-relationships-learning-and-behaviour/)

Respect for All – Promoting Positive and Respectful Relationships in All our Schools

East Lothian is committed to creating and sustaining a safe and nurturing environment in its Education and Early Learning and Childcare Settings where respect is shown to and is given by all of its children, young people, staff and parents/carers.

Respect for All - Promoting Positive and Respectful Relationships in All our Schools has a role to ensure a consistent approach across East Lothian in line with the Scottish Government's National Approach to Anti-Bullying for Scotland's Children and Young People. All schools adhere to this one policy in relation to Anti-bullying issues.

Respect me (Scotland's Anti-bullying Service) offer a range of support and advice on matters pertaining including the following:

- Respectme website [respectme | Scotland's anti-bullying service](https://www.respectme.org.uk/)
- Respectme videos [respectme Awareness raising videos](https://www.respectme.org.uk/videos/)
- Respectme resources including: Bullying – Guide for parents and carers; Addressing Inclusion; For children and young people: Bullying – what are my options?; Responding to Bullying – What are my options? [respectme Publications](https://www.respectme.org.uk/publications/)

Recognising and realising children's rights

The [United Nations Convention on the Rights of the Child \(UNCRC\)](https://www.unhcr.org/refugees/article/43c47643/united-nations-convention-on-the-rights-of-the-child-uncrc/) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination and participation. A rights respecting school is an environment where children's rights are taught, observed, respected, protected and promoted. Our ambition is to ensure that every child and young person in our learning communities experiences this. A number of our schools are part of the [Rights Respecting Schools Award](https://www.respectme.org.uk/schools-award/) programme which guides schools through a journey of recognising children's rights with levels of awards from Bronze to Gold.

Parent Forum and Parent Council

The Scottish Schools (Parental Involvement) Act 2006 encourages and supports more parents/carers to become involved in their children's education. The main aims of the Act are to:

- Help parents/carers become more involved with their child's education and learning.
- Welcome parents/carers as active participants in the life of the school.
- Provide easier ways for parents/carers to express their views and wishes.

All parents/carers are automatically members of the Parent Forum at their child's school and will be entitled to have their views represented to the school, education authority and others, through a representative Parent Council for the school. As a member of the Parent Forum, parents/carers will have a say in selecting their Parent Council (the representative body) to work on behalf of all parents/carers at the school.

The role of the Parent Council is to:

- Support the school in its work with pupils
- Represent the views of all parents/carers
- Encourage links between the school, parents/carers, providers of nursery education and the community
- Consult with and report back to the Parent Forum.
- Be represented on the Appointment Panel to select a new Head Teacher or Depute Header Teacher

East Lothian Council's Parental Engagement Strategy 2017 aims to ensure that all parents and carers are encouraged and supported by all school staff to engage as partners in their children's learning and to become involved in the life of the school, with parents and young people being given the opportunity to influence and shape education policy.

All schools and local authorities are required to report on its work to promote and improve Parental Engagement as part of the National Improvement Framework annual planning and reporting cycle. Parental engagement will also be a key focus of any Education Scotland Inspection/Care Inspectorate Inspection, School Review visits and East Lothian Annual Parental Engagement Consultation.

The Parental Engagement Strategy and further information on Parent Councils can be found at [Parental Involvement Act 2006 | Parental Involvement | East Lothian Council](#)

For more information on the Parental Involvement Act or to find out about Parents as Partners in their children's learning contact the school or e-mail parentcouncil@eastlothian.gov.uk or view the Parentzone website [Parentzone Scotland | Parent Zone \(education.gov.scot\)](#)

Head Teachers now have a legal obligation to consult with their Parent Council to establish what they would like included in the School Handbook and ensure it is incorporated. Discussions should take place at Parent Council meetings and any decisions taken must be reflected in the school handbook.

National Parent Forum of Scotland

Parent Councils across Scotland have nominated people to represent their local authority area as members of the National Parent Forum of Scotland (NPFS).

The NPFS was set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

The Forum works in partnership with national and local government and other organisations involved in education and wellbeing issues to represent parents, with the aim of helping every pupil maximise his/her potential.

Connect

Connect is the national support organisation for Parent Teacher Associations (PTAs) and Parent Councils (PCs) in Scotland and runs an independent helpline service for all parents. You can contact Connect via their website [Home :: Connect](#) or e-mail info@connect.scot. East Lothian Council takes out an annual membership with Connect for their Parent Councils and this membership provides public liability insurance.

East Lothian Association of Parent Council Members

The Chair of the Parent Council receives a termly update from the Head of Education to share with their Parent Council. The Association is invited to meet on line for question and answer briefings throughout the academic year on topical education matters. A representative is invited to attend from every Parent Council. Lead officers and the Parental Involvement Officer attend these briefings and other Education Managers are invited to attend if appropriate. The Convenor for Education or deputy also attend. Parent members also use social network platforms for informal networking and sharing ideas for engaging and involving parents within the school communities.

Parentzone Scotland

Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed [here](#). Why not check out the website for ideas on how you can support your child's learning.

The Curriculum

Curriculum for Excellence

Schools follow the principles and practice of Curriculum for Excellence. This 3-18 curriculum aims to ensure that all pupils will be successful learners, confident individuals, responsible citizens and effective contributors. These four main aims are referred to as the Four Capacities and underpin the work that schools do. Curriculum for Excellence comprises 8 curricular areas: Expressive Arts, Health and Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

The curriculum is expressed in learning experiences and outcomes for learners. The principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance inform the learning of all pupils. All pupils will be encouraged at all stages to think about why they are learning a particular topic and how associated skills can be used in real life and in other areas across the curriculum. All pupils are engaged with teachers in planning and assessing aspects of learning and often have the choice of topics and ways to present their learning. Whilst there are eight subject areas learning will often be linked across subject areas to help children apply their knowledge and skills in new and different situations.

Further information on Curriculum for Excellence can be found at: [Parentzone Scotland | Parent Zone \(education.gov.scot\)](https://www.parentzone.scot/)

Other areas which can facilitate enhanced learning opportunities for pupils include:

- Instrumental Music Tuition
- Drama provision/Theatre
- Educational visits
- Study Support and After School Activities
- Sport
- School Library Service

Outdoor Education

Outdoor Education is provided to schools through the East Lothian Outdoor Learning Service based in Musselburgh. The Outdoor Learning Service provides high quality, safe and sustainable outdoor learning opportunities. The service promotes progressive experiential learning and the benefits of healthy lifestyles. It responds to the needs of East Lothian schools and the wider community, delivering outdoor learning in an effective, inspirational and motivating manner.

Educational Excursions

Educational Excursions are designed and planned in accordance with the East Lothian Council's comprehensive guidelines.

Religious Observance

Religious Observance provides opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and their contribution to the school and wider communities.

There is, however, a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in religious observance. This right should always be made known to parents and their views respected. Parents should be provided with sufficient information on which to base a decision about exercising this right.

The Scottish Government considers that Religious Observance complements other aspects of a pupil's learning and is an important contribution to pupils' development. It has an important part to play in the development of the learner's four capacities: a successful learner, confident individual, responsible citizen and an effective contributor. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community. Schools are therefore encouraged to inform parents of this without applying pressure to change their minds.

There is no equivalent statutory right to withdraw afforded to children and young people. However schools should include children and young people in any discussions about aspects of their school experience, ensuring their views are taken into account. Doing so is in line with the Children and Young People (Scotland) Act 2014 and is especially relevant as children and young people become older and take more responsibility for their own learning.

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Where a pupil is withdrawn from religious observance, schools should make suitable arrangements for the pupil to participate in a worthwhile alternative activity. In no circumstances should a pupil be disadvantaged as a result of withdrawing from religious observance.

Read, Write, Count Programme

The Read, Write, Count Programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents. Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club [website](#) offers a range of hints, tips and advice to help parents engage in their child's learning.

First Minister's Reading Challenge

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development. The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part [here](#). A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

Instrumental Music Service

[East Lothian Instrumental Music Service](#) currently employs 20 highly qualified Instrumental Instructors and provides Instrumental tuition to pupils in both primary and secondary schools across the authority. Pupils are offered the opportunity to learn brass, woodwind, strings, percussion, piano, guitar and pipes with our experienced and inspiring Instructors. As it is not possible for us to offer every instrument in every school, we have carefully balanced our provision across the authority to ensure positive destinations for our young people within our [musical ensembles](#).

Approximately 1350 pupils enjoy weekly lessons with the music service. All tuition is offered from Primary 5 onwards, with the exception of string instruments from P4 and percussion from S1. The service aims to:

- provide equal opportunities of access for all pupils to experience the expressive and creative qualities of music through learning to play an instrument
- to help as many pupils as possible to realise their full musical potential through the playing of an instrument

For further information and to register for lessons please visit

[Instrumental Music Service | Instrumental Music Service | East Lothian Council](#)

Assessment and Reporting

What is meant by assessment?

Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

Assessment covers:

- The ways teachers support and assess children's learning and monitor progress and identify next steps in learning.
- Reporting to parents/carers, in writing and in discussions, to help them understand their child's progress and what they can do to help their child's learning.
- Formal recognition of a child or young person's achievements through profiles and qualifications.
- Recognising our children's achievements through a range of new qualifications in the senior school, which build on everything they have accomplished throughout their schooling.

What is assessed?

Assessment is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

There are eight curriculum areas (containing a range of subjects). Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os):

- The **Experience** describes the learning
- The **Outcome** represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to '

Teachers will assess what children know, understand and are able to do within the experiences and outcomes. Teachers will assess each learner's progress and achievements in:

- Knowledge and understanding
- Skills
- Attributes and capabilities

There are also three key areas which are covered by all teachers/practitioners:

- Literacy across learning
- Numeracy across learning
- Health and wellbeing across learning

Reporting across East Lothian Schools

East Lothian Council is committed to providing you with information about your child's progress and achievements, including their next steps in learning, to support your involvement in their education and learning. This information will include the latest Curriculum for Excellence level achieved in literacy and numeracy. Head Teachers and staff will include this information within the school's current arrangements for reporting on your child's progress and achievements in literacy and in numeracy.

How are we assessing?

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Gathering evidence

Evidence of progress and achievement can be gathered by:

- Children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on.
- Fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on.
- Teachers, parents and others who can help identify and support their next steps in learning.

How do teachers report on your child's progress?

Progress is now defined as “how much” and “how well” your child is learning, and not solely on “how fast” although pace is still important. The curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge.

There is a range of ways in which your child's teacher reports on his/her progress. Here are a few examples:

- “Learning Stories” are used to build a picture of progression for your child in each curricular area.
- Reporting is used to sum up your child's progress in learning across the curriculum. This can be done in a variety of ways including parent/pupil consultations, short regular reports, learning journals, end of year reports.
- E-portfolios are used to provide ongoing evidence of your child's progress.

All learning is a journey of progress, which is rarely linear and takes many routes and pathways. Your child may take longer to progress in some areas in order to ensure the security that will enable them to make progress confidently. Teachers will report also on your child's effort and also on the level of support given.

When do schools assess?

As part of ongoing learning - Children and young people's progress, strengths and needs are assessed as part of day-to-day learning and teaching. Teachers and others do this by, for example, watching and listening to learners carrying out tasks, by looking at what they write or make and by considering how they answer questions. Children and young people will be involved in planning their next steps in learning.

Time to time (periodically) - From time to time, teachers will assess children and young people's progress and achievements in order to be able to plan ahead and to record and report on progress. This will help to ensure that their progress is on track and that any necessary action is taken to support their learning.

At key points, transitions - Transitions are the moves children and young people make, from home to early learning and childcare settings, from stage to stage (and through Curriculum for Excellence levels) from primary to secondary, to further or higher education and employment. Sharing of assessment information with parents is important to ensure all learners are supported and have a positive experience. Information about a learner's progress and achievements will be passed on to make sure that their broad general education and senior phase continue uninterrupted at the correct level and at an appropriate pace for them.

Where can I find out more information about assessment and reporting? - Your child's school will be able to provide you with more information on how they carry out specific assessments and how they report on your child's progress.

Scottish National Standardised Assessment (SNSA)

All our schools use Scottish National Standardised Assessment to support professional judgement about pupil's progress in literacy and numeracy. These assessments are used in conjunction with other assessment activities and the resulting data is not used in isolation to determine the pupil's knowledge, skills and ability. These assessments take place in P1, P4, P7 and S3.

Transitions

Enrolment

We have produced a booklet describing the procedures for enrolling children in primary and secondary schools in East Lothian.

The booklet is in four sections.

- general information (for example, the law, catchment areas, Catholic Education, children with additional support needs, transport)
- enrolling your child in a school
- placing requests
- what happens when you make a placing request

The booklet can be found at - [Enrolling your child in school | Enrolling your child in school | East Lothian Council](#)

School Catchment

Every school has a catchment area; each catchment area has clear boundaries. Children living in the catchment area are given priority for places in this school. Entitlement to a place in a school is based on home address and **not** on attendance at an associated school or nursery class. In some areas there are separate Catholic schools available for parents wishing their child to be educated in this type of school. Children living in the catchment area and baptised in the Catholic faith are given priority for places in this school. Each primary school in East Lothian feeds into a corresponding secondary school. The boundary lines for each primary and secondary school catchment area in East Lothian for the most remain so since circa 1980's, and were originally recorded on printed copies of A-Z street maps and Ordnance Survey Maps. To improve accessibility of information, each school catchment area map was re-digitised for public use on the East Lothian Council's website, as approved by Education Committee in May 2011. There are no catchment boundaries for nursery provision.

The catchment boundary lines are available to view via: [School Catchments | School Catchments | East Lothian Council](#)

Placing Requests

Parents have the right to express a preference for a particular school that they want their child to attend. This is normally done by completing a non-catchment placing request application form. Application forms are available via the East Lothian Council website: [Enrolling your child in school | Enrolling your child in school | East Lothian Council](#)

While most requests are granted, in certain cases this is not possible for various reasons. Any reason for refusal of the placing request will be explained at that stage. Once a pupil has been offered a place, the offer will not be withdrawn unless the place was obtained on the basis of false information.

Reserved Places/Roll Capping in Schools

The Education Service obtains information on the migration of pupils to inform where we may need to reserve places for incoming catchment pupils. Reserving places is crucial in areas where there are high levels of house build or high migration into catchment. This also informs whether it will be necessary to roll cap certain stages within a school or the whole school to maximum number.

East Lothian Works (ELW)

East Lothian's employability hub, brings together all employability, skills and training-related services under one roof. We work in partnership with a number of local and national businesses and external partners including Colleges, Universities, Training Providers, and Skills Development Scotland to deliver a vast array of courses, and experiences to young people in school, transition into post-school and all age adults.

East Lothian Works offers and delivers a range of vocational and training opportunities alongside the school curriculum for young people from S2-S6, and beyond. These courses are reviewed every academic year to ensure they meet the needs and interests of young people, and are also in line with labour market information to help young people stay aware of where the jobs will be when they leave education.

Within East Lothian Works there is a diverse offering, which includes:

The Pre-vocational offer:

The pre-vocational offer is open to young people from S2 to S6. The offer provides a mix of engagement opportunities and vocational courses providing insight and qualifications to young people in a community setting. Current courses include:

- **Uniform Services and Working with People**, delivered in partnership with a number of 'Uniformed Services' including Police Scotland, St Andrews First Aid, RAF. This course provides an understanding of what is required to work in this field.
- **World of Sport and Boxing**, delivered in partnership with Hibernian Community Foundation and Forza Gym, where pupils will develop and learn about skills needed to work in sport, whilst participating in sport activities.
- **Construction Skills**, delivered in partnership with The Ridge and Edinburgh College. Pupils will undertake Construction Crafts qualification, SQA Level 4/5 whilst developing skills and experience to work in this sector.
- **Rural Skills**, delivered in partnership with The Ridge allows pupils will gain knowledge of how a rural business enterprise operates, whilst undertaking SQA Level 4 qualification in Rural Skills, and an insight into one of eight particular areas of rural skills: agriculture, animal care, equine studies, estate skills, fishery management, forestry, game keeping and horticulture.
- **Customer Service Principles and Practice**, delivered at SQA Level 5 in partnership with Limelight Careers. This course develops fundamental skills, personal qualities and knowledge essential in providing excellent customer service across a variety of industries.
- **Girls Allowed**, allows pupils across East Lothian to work towards a community project while completing the Personal Development qualification. Pupils will build confidence and begin to build employability skills in preparation for senior phase.

Wider School Offer:

- **Employability +**, a targeted and tailored employability focussed programme for senior phase young people (S4-S6) with diagnosed or undiagnosed Additional Support Needs (ASN). Through skills based activities and employer engagement opportunities young people increase their knowledge and confidence about the world of work.
- **MCR Pathways**, delivering the 'Young Scottish Talent' programme across East Lothian secondary schools. MCR Pathways is a national, award winning mentoring programme dedicated to addressing the inequality in education outcomes, career

opportunities and life chances for young people care experienced, and those facing disadvantage. Young people in S1 and S2 work with a school based MCR Pathways Coordinator weekly, and from S3, young people are matched with a mentor who meet their young person once a week.

- **Foundation Apprenticeships**, a two year course, students can take in senior phase (S4/S5 or S5/S6) that are equivalent to a Higher level qualification. Students experience a mix of classroom teaching, employer engagement, workplace visits, and work placements. Currently, Accountancy, Business Skills, Scientific Technologies, and Social Services Children and Young People are offered frameworks by East Lothian Council. Starting 2023, IT Software Development will be added to this list.

School Leaver Programme:

The team offer a leavers programme for S5 Winter Leavers and S4 summer leavers who require additional support to progress into a positive destination beyond their school leaving date.

Young people can join this course either 6 or 12 months before school leave date. In a group, they will complete vocational qualification such as Construction Skills Certification Scheme (mandatory qualification required for industry), First Aid, Food Hygiene and Personal Development Award. Sessions will work on building confidence, interview skills and creating a CV. There will be an opportunity for work experience, visits to college, employer visits to ensure all young people are supported in their next steps.

We also offer support for young people moving onto college which includes, campus visits, support with applications and a member of staff present at college to offer ongoing support.

Support for Pupils

Inclusion and Equality

East Lothian Council will meet the needs of children and young people who experience barriers to learning as a result of additional support needs, disability or factors impacting on their wellbeing.

The legislative and policy landscape includes, but is not limited to, the following:

- The *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendment in 2009) outlines the concept of Additional Support Needs and the functions and duties that are placed on education authorities to identify and support those needs.
- The *Children (Scotland) Act 1995* represented a fundamental shift in emphasis from parents having rights over children to the principle that parents have responsibilities towards their children. The Act also made it essential that local authorities, NHS Health Boards and all professionals and agencies work in collaboration to provide integrated services for children and families.
- The *Standards in Scotland's Schools etc. (Scotland) Act 2000* requires education authorities to provide education for all children in mainstream schools, except under certain circumstances. In addition, it placed a new duty: to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and to involve them in decisions, which will affect them significantly.
- The *Education (Disability Strategies and Pupil Records) (Scotland) Act 2002* requires schools to make reasonable adjustments for the needs of disabled children and ensure they must not discriminate against disabled children. The Education Authority must prepare and implement an accessibility strategy to increase the access of its disabled pupils to the curriculum, extra-curricular activities, to school buildings and to information.
- *Supporting Children's Learning: Code of Practice (third edition) 2017* explains the duties placed on Education Authorities and other agencies to support children and young people's learning. It provides guidance on the ASL Act's provisions as well as on the supporting framework of secondary legislation.
- The *Equality Act (2010)* simplified and strengthened previous protections for children and young people with 'protected characteristics' (e.g. age, race, disability and sexual orientation) from discrimination. This strengthened inclusion in education, including school trips and activities, for all children and young people regardless of their additional support needs or disability.
- The *Children and Young People Act (2014)* has wide reaching powers to promote the Scottish Government's aims to encourage effective and targeted services for children and families as well as the promotion of children's rights. Through the Getting It Right for Every Child (GIRFEC) National Practice Model, the Act promotes cross-boundary models of service delivery to make best use of expertise and resources in an integrated way with the wellbeing of children

and young people being paramount. The wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included, collectively known as SHANARRI) ensures that a holistic approach is taken to ensure the wellbeing of all children and young people. The Act also introduced increased provision of early learning and childcare and a range of corporate parenting responsibilities to promote the wellbeing of children and young people in care.

- *The Carers (Scotland) Act 2016* (implemented in April 2018) states that each Local Authority has a duty to prepare an overarching young carer statement plus prepare for each young carer an individual statement which identifies personal outcomes, identified needs and any support to be provided to meet those needs.

Taken together these frameworks require Education Authorities to consider a wide range of issues facing children and young people and put in place processes and supports to:

- Identify and provide support to allow children and young people to overcome any barriers to learning and reach their full potential
- Prevent discrimination of pupils with disabilities/ protected characteristics and provide reasonable adjustments to ensure equality of opportunity in learning
- Plan for accessibility of the curriculum, school information and physical access
- Consider the wellbeing of children and young people

The following East Lothian Council policies and procedures outline the way in which the above legislative requirements are met:

- Child's Planning Framework guidance (2017)
- The Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (2017)
- Admission to Specialist Educational Provision guidance (2017)
- Allocation of Resources to Support Children and Young People with Additional Support Needs (2017)
- Accessibility Strategy (2015-2020)
- Included Engaged – Positive Approach to preventing and managing school exclusions
- Included Engaged – Assessing and providing for ASN for children and young people
- Included Engaged – Managing distressed and challenging behaviour
- Supporting Transgender Pupils In Schools Guidance for Scottish Schools (August 2021)
- Respect for All - (ELC anti-bullying policy)

Information is available from Resources and People Services, Business Unit, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at:

[Schools and learning | East Lothian Council](#)

East Lothian Educational Psychology Service

Educational Psychologists are part of the Inclusion and Wellbeing Service within Education. Educational Psychologists have a postgraduate qualification in Educational Psychology, either a Master's or a Doctorate. They follow professional standards as determined by the [British Psychological Society](#). They use their knowledge of psychology, child development, learning and educational systems to remove barriers to learning and wellbeing for children and young people.

The service fulfils its statutory function of giving advice to parents, schools and the local authority regarding children with additional support needs through the delivery of 5 core functions:

- consultation
- assessment
- intervention
- training
- research

Key activities include...

- Contributing to assessment and intervention for individual children and young people
- Supporting school staff to enhance learning environments, to ensure they are effective for all children and young people, whatever their learning needs.
- Working collaboratively with other with parents/carers and other professionals to help children and young people overcome barriers to learning
- Building capacity in schools, families and multi-agency partners to meet children and young people's needs and raise attainment
- Supporting key authority initiatives to contribute to positive outcomes for children and young people

East Lothian Council schools and nurseries have a link Educational Psychologist who supports them in meeting the needs of a wide range of learners through the provision of our 5 core functions.

Our service delivery model is based on the key principle of equity, and our vision for all children and young people to live and learn in East Lothian. It takes into account our Child Planning Framework and builds in time for key education service priorities. Time is allocated to associated school groups. Time allocation is determined by a range of factors such as size, Scottish Index of Multiple Deprivation (SIMD), Free School Meals entitlement (FME), and the numbers of children and young people who have additional support needs and are care experienced.

Requests for Assistance (RfA) for casework are triaged and allocated through a centralised process. Where there are concerns about a child or young person that have been formally recorded through the Child Planning Framework, and measures have been put in place by the school at the universal level that have not sufficiently addressed the concerns, a RfA can be made to our service. It will require parents/ carers and young people aged 12 years and over to consent to this process.

The planning documentation from the Universal level should be attached to the RfA, in the form of one of the following:

- Universal Wellbeing Plan
- Child/Young Persons Plan
- Looked After Care Plan

The forms can also be found on the GIRFEC in East Lothian website [GIRFEC in East Lothian - Planning Documents \(google.com\)](#), along with general information about the Child Planning Framework [GIRFEC in East Lothian \(google.com\)](#).

All new RfA should be sent to the EPS mailbox: educationalpsychologyservice@eastlothian.gov.uk.

RfA are processed centrally, on a regular basis, by a panel. When a RfA is accepted letters will be sent communicating this and it will be allocated to an Educational Psychologist who will contact the relevant member of staff, parent/carer and where relevant the young person to agree a timescale for a response. A consultation will then be offered to explore concerns and agree on immediate strategies to help improve things for your child or young person. If it is agreed that further work is required (such as observation in class, assessment of learning, longer term consultation or attendance at a meeting e.g. child planning meeting), this will be agreed as an outcome of the consultation process.

Requests for development work, within schools and early year's settings, should be directed to the link Educational Psychologist who will gather relevant information around the nature, scale and scope of the request. The response will be considered at a team level, ensuring the best match is achieved in terms of skills, knowledge and availability within the team. This may involve different members of the team. Equity within and across clusters will be monitored. This approach will enable larger scale, longer term and cross school projects to be supported effectively.

We aim to provide schools with a highly professional service based on the principles of continuous improvement, accountability, ownership and transparency. In order to better adhere to these principles, the Educational Psychology Service has an overarching Service Level Agreement for all education establishments with whom we work. We aim to increase efficiency and improve our effectiveness by specifying what schools can expect of us as well as what we need from schools to achieve these aims.

You are also welcome to contact the Educational Psychology Service directly: Educational Psychology Service, John Muir House, Haddington, East Lothian EH41 3HA. Email: educationalpsychologyservice@eastlothian.gov.uk

Further information can be found at:

[The role of an educational psychologist | Educational Psychology Service | East Lothian Council](#)

Support for Mental Health and Wellbeing

Support for mental health and wellbeing can be accessed through the **Single Point of Access (SPA)**. This is an additional level of support and intervention for children and young people, where specific need has been identified, usually through the Child's Planning Process. The SPA is managed by the **Mental Health and Wellbeing Team**. Referrals to SPA are made through a **Request for Assistance**. Any professional involved with a young person can make a referral. All referrals are considered by a

multi-agency triage group, which meets regularly. The group can give advice and will match the young person with the most appropriate support. There is an expectation that universal supports through school should be put in place before referral for additional support is made.

The Mental Health and Wellbeing Team comprises a Team Coordinator, Mental Health Youth Workers and Occupational Therapists. The team is able to offer flexible support to children and young people, using a range of approaches. The team is also available for consultation and can offer training for school staff. There is a Mental Health Youth Worker based in each of the secondary schools across the authority and they are the link worker for their school cluster.

Additional services available through Single Access Point

- Bereavement Support
- Onward referral to CAMHS or Social Work
- Art and Music Therapy
- Referral to linked third sector organisation, for services such as social support, befriending and outdoor activities.

The Mental Health and Wellbeing Team have developed an excellent website which provides information and links to support for children, young people and families. We would suggest that schools use this as an initial form of advice and guidance. Please find the link below:

Long link - <https://sites.google.com/edubuzz.org/mhwb-information-point/home>

Additional Support available

Sometimes a young person may require some help or support from staff out with the school environment. Schools can call on professionals from a number of different agencies/services for help and advice to meet the needs of individuals. This can be from within East Lothian Council or wider, and can include Educational Psychologists, officers with the Education Services, School Nursing Service, Skills Development Scotland careers advisers, Children and Family workers (social workers or Family Support workers), Third Sector agencies or NHS allied health professionals.

Information sharing with these services is necessary in certain circumstances in order for East Lothian Council to carry out duties related to its Public Task. In any circumstances where information sharing does not fall within the “Public Task” requirement, consent will be sought from parents/carers and the young person in compliance with procedures outlined in the Data Protection Act. If a young person is over the age of 12 and has the capacity to do so, they may give their consent without that of their parents. Where appropriate, the consent to share should be recorded by the professional. Additionally, there are situations where if consent to share has not been given and the professional believes that in not sharing the child could be at risk or further risk of harm, then information can be shared. The reason for sharing should be discussed with the parent/carer and child or young person and be recorded with the reasons for sharing. (See paragraph below). If parents are concerned about this they should contact the school for further information.

Exceptional circumstances in which information may be disclosed without consent

In addition to situations where information is required to be shared in order for East Lothian Council to satisfy its Public Task duties, disclosure of personal information without consent may be justified where failure to do so may expose the service-user or others to risk of serious harm. Staff should always make every effort to gain consent but the health and safety of the individual has primacy over the right to confidentiality.

Exceptional circumstances may include:

- Child Protection: staff should adhere to the Edinburgh and Lothians Inter-agency Child Protection Procedures.
- Protecting vulnerable adults
- Protection of Children (Scotland) Act 2003
- Life threatening or dangerous situations, for example, where a young person:
 - shows signs of physical, emotional or sexual damage
 - is at risk of significant harm or threatening suicide.

Child Protection

The East and Midlothian Child Protection Committee (EMCPC) is the key group dealing with child protection work in East Lothian and Midlothian. Child abuse can happen to any child and in any family background. We all have a duty to protect children, whether we are professionals or private individuals.

If you think a child is being abused or neglected, speak to a member staff at the child's school, the Children's Services duty social worker by calling 01875-824090 (Mon-Thurs 9am-5pm and Fri 9am-4pm), the Emergency Social Work Service by calling 0800 7316969 at any time outside normal office hours. The contact details are Children's Wellbeing, Randall House, Macmerry, EH33 1RW, Tel 01875 824309

E-mail: childrenandfamilies@eastlothian.gov.uk The Procedures promote a high level of inter-agency co-operation when working with children who may be in need of protection. Training is available for all staff in East Lothian Council to ensure that their skill and commitment is used effectively in identifying and protecting children who have been abused or may be at risk of abuse.

The Procedures will further encourage the partnership that exists between the Resources and People Services, Health and the Police in East Lothian and will help towards building a partnership with parents in carrying out our duties and responsibilities to East Lothian children and young people.

Further information can be found at: [Social care and health | East Lothian Council](#)

Children and Young People who are Care Experienced

There are some young people who are care experienced because they are the subject of a compulsory supervision order within the Children's Hearing system, sometimes known as 'Looked After young people'. These young people may have additional support needs as set out in the Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009). There are other young people who are care experienced because they are in kinship care, adopted or were previously 'Looked After'. East Lothian Council schools have a Designated Manager for Care Experience in each school, who is aware of the care experienced young people in their setting and the supports and strategies which may be required to meet their diverse needs.

Young Carers Service

The Young Carers Service is part of Inclusion and Wellbeing Service. Staff work closely with schools and other children's services in order to meet the requirements of the on the Carers Act (Scotland) 2016. This Act aims to ensure that Young Carers are supported to manage their caring responsibilities with confidence and in good health, and that they are able to have a life of their own. It sets out the rights all Carers are entitled to, including; right to support, right to information and a right to an Adult Carer Support Plan/Young Carer Statement. The Act also requires local authorities to involve all carers in individual and strategic decision making. As a Young Carers is defined as anyone under 18yrs or 18yrs and still in school the majority of East Lothian's young carers will be in our schools. Current estimates suggest we could have approximately 1500 young carers in East Lothian (based on Scottish Government figures). However the latest studies carried out by Carers Trust (UK) suggests this figure could be as many as 3000. The Team, made up of a Coordinator and 3 Young Carer Youth Workers are aiming to;

- Raise awareness of Young Carers across all organisations in East Lothian including Council Services, NHS, Police, Third Sector and Private Sectors. Encourage school staff to take on the role of Young Carer Champion within their school.
- Raise awareness of young carers with pupils through presentations/workshops to students at assemblies/PSE lessons/publicity on news feed screens/posters and encourage young carers to complete an identification questionnaire in order that the service can engage with them.
- Support the completion of YC statements for all identified Young Carers who would like one and review these every six months.
- Offer drop-in sessions for YCs needing info/advice, set up young carers focus group, supporting young carers set up their own support group if they wish, encourage YCs to become YC Ambassadors, plan for the annual Scottish YC Action Day in March, help YC apply for Young Scot Carers Package/Carers Grants/Local Break from Caring Fund.
- Offer regular Break from Caring activities, particularly during school holiday periods, to Young Carers.
- Sit on a Young Carers Forum in order that local young carers can be involved in decision making and the further development of the Service.

More information can be found at

[East Lothian EduHub - Young Carers \(google.com\)](#)

[Who is a Young Carer? | Young Carers | East Lothian Council](#) Or
contact youngcarers@eastlothian.gov.uk

Free period products

Free period products are available throughout East Lothian, not just in school buildings. Home educating families can find the venue nearest to them [from our website](#) and collect the supplies that they need.

School Improvement

The Standards in Scotland's Schools Act (2000) requires that every local authority aims to secure improvement in the quality of school education which is provided in the schools managed by them. As part of East Lothian Council's legislative duty to ensure that schools are supported in improving standards for pupils, a rolling programme of school reviews are carried out each year. These visits involve staff from across the service including Quality Improvement Officers, Head Teachers, Early Years Officers and Educational Psychologists. By focusing on improvements in performance during these visits, schools are supported in ensuring high standards are achieved and maintained.

The Role of Quality Improvement Service

At present three Quality Improvement Officers have responsibility for support and challenge across all East Lothian schools. In addition, we have an additional Quality Improvement Officer who works across the South East Improvement Collaborative (SEIC). Responsibilities to individual schools include:-

- Provide support pre, during and post Education Scotland Inspection
- Support and monitor development planning ensuring links to How Good Is Our School? How good is our Early Learning and Childcare, The National Standard for Early Learning and Childcare Providers and Service Improvement Framework outcomes
- Provide advice on staffing/finance/resources issues
- Support development/progression of Curriculum for Excellence
- Analyse and use data to challenge schools to raise attainment and achievement
- Participate in the appointment of senior members of school based staff
- Provide support in the resolution of disciplinary matters; complaints; and other school based issues
- Devise and promote strategies to address areas where performance should be improved; monitor and report on progress
- Undertake review visits to schools and provide reports as appropriate.

Two Quality Improvement Officers each have 3 clusters of schools within their remits

- 1) Dunbar, Tranent & Prestonpans
- 2) Haddington, Musselburgh & North Berwick

One Quality Improvement Officer has responsibility for Equity and Closing the Poverty Related Attainment Gap.

Other important elements within the Quality Improvement Service role include:

- Monitoring of children who are home educated
- Parental complaints and Freedom of Information Requests
- Reporting to Scottish Government, Education Scotland
- Managing Local Authority educational developments, e.g. Leadership Development, Assessment & Moderation
- Involved in the recruitment process at school level and Depute Head Teacher level.

Local Authority Policies and Practical Information

Composite Classes

Composite classes are formed in the majority of East Lothian primary schools. A composite class is one in which pupils from 2 or more year groups are taught together. The number of pupils in a composite class should be no more than 25. Composite classes are based primarily on pupil age. For example a P3/4 class would have the oldest pupils in P3 and the youngest pupils in P4. The only other factors considered are if a child has severe/ complex needs and the physical size of the classroom. All classes, whether composite or not, contain pupils of different abilities and levels of development. Teachers use a variety of methods, for example, small group teaching and individualised learning to ensure that the differing abilities of all children are met. Further information can be found at:

[School enrolment information | East Lothian Council](#)

Absence and Attendance

East Lothian Council recognises the cumulative impact that low attendance has on a child or young person's learning and wellbeing. Low attendance has been linked to lower levels of attainment; peer relationships; emotional and behavioural difficulties and reduced employment opportunities. Low levels of attendance can also be linked to how connected children and young people feel to their school community.

Absenteeism can cause children and young people to feel a greater sense of isolation from their peers, teachers and schools which may result in being more socially withdrawn when returning to school. East Lothian Council ensures early intervention and support when there are concerns about a child or young person's school attendance. When a child or young person's attendance falls below **90% in a four week period** and there are no mitigating factors schools, exercising professional judgement, should instigate a process of intervention and associated supports. Further information can be found at: [Schools and learning | East Lothian Council](#)

The Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 is aimed at making sure every child and young person is able to access appropriate support in order ensure their wellbeing allows them to develop into healthy young adults. The principles and values of Getting It Right for Every Child are underpinned by the United Nations Convention on the Rights of the Child ensuring each child is safe, healthy, active, nurtured, achieving, respected, responsible and included ensures that a holistic approach is taken to ensure the wellbeing of all children and young people. The Act also introduced increased provision of early learning and childcare and a range of corporate parenting responsibilities to promote the wellbeing of children and young people in care.

East Lothian Council's use of Pupil Data

The personal information East Lothian Council needs to collect on your child/children is required to secure the safety and welfare of every child of school age and ensure that their education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential

The information is stored and processed electronically. The data is processed because we have a legal obligation to do so, and is done so in accordance with the GDPR and the Data Protection Act 2018.

For more information about how and why we use personal data, please visit [Education Privacy Notice - Education Management Information Data | East Lothian Council](#)

Scottish Government Statutory Returns

The Scottish Government has legal powers to request data with regards all children and young people being educated in Scotland's schools which schools, local authorities, awarding bodies (such as the Scottish Qualifications Authority) and other public bodies (such as Skills Development Scotland) hold for their own purposes.

The Scottish Government need this information in order to:

- plan and deliver better policies for the benefit of all pupils, or specific groups
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of people in Scotland
- provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education and providing school level information.

For more information on the collection and processing of your child's/children's personal data by the Scottish Government, please visit [Scottish Exchange of Data: privacy Information - gov.scot \(www.gov.scot\)](#) and select the Privacy Notice titled "EAS Learning Analysis Unit - Privacy Notice for parents".

Consulting with pupils

Under the Children (Scotland) Act 1995 the views of children should be taken into account when major decisions are being made which will affect their lives. Generally children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it.

Children over 12 should be asked for consent to share confidential information. While the Local Authority and schools may not be bound by this they do consult with pupils and the methods used will be included in the School's handbook. This could include formal consultation through Pupil Councils, pupils co-opted to Parent Councils, questionnaires, suggestion boxes, review and planning meetings, as well as arrangements to consult with individual pupils at appropriate times subject choice, exclusions etc.

Exclusion of pupils

Exclusion from school is used on occasions when the safety of the pupil concerned or others is at risk if the pupil remains in school. Exclusion should be the last resort, it should be as short as possible and always have a positive, purposeful intention for the learning and wellbeing of the child or young person and should not be viewed as punitive. Schools will follow the 'Included Engaged – A positive approach to preventing and managing school exclusions policy'.

Assistance with Provision of School Clothing

East Lothian Council operates a scheme of provision to ensure that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income Support or Income-based Jobseekers Allowance or

Income Related Employment and Support Allowance or Child Tax Credit but NOT Working Tax Credit with an annual income of less than £17,005, Child Tax Credit and Working Tax Credit with an annual income of less than £7,920 or Universal Credits with a monthly take home pay below £660 will qualify for such a scheme. Other cases may be considered in the case of exceptional circumstances, such as your immigration status means you cannot get help from the government or you are still waiting on your first Universal Credit Payment. Parents who wish to apply for the scheme should complete an online application form and further information is available at [Free School Meals and School Clothing Grants | East Lothian Council](#)

Free School Meals

Under the Education Committee policy, children in attendance at schools under the management of the Council are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance or Income Related Employment and Support Allowance or Child Tax Credit but NOT Working Tax Credit with an annual income of less than £17,005, Child Tax Credit and Working Tax Credit with an annual income of less than £7,920 or Universal Credits with a monthly take home pay below £660. No other children are eligible for free meals. Parents who wish to apply for Free School Meals should complete an online application form which is available at [Free School Meals and School Clothing Grants | East Lothian Council](#)

Free School Meal (Primary 1, 2, 3, 4 and 5)

All pupils in Primary 1, 2, 3, 4 and 5 are entitled to a free school meal (but not free school milk). People receiving the following benefits should continue to complete a Free School Meal Application Form to ensure they are not charged for school milk.

- Income support/Income based job seekers allowance
- Employment support allowance (income related)
- Child tax credit but NOT working tax credit with an annual income less than £17,005
- Child tax credit AND working tax credit with an annual income less than £7,920
- Universal Credit with a monthly take home pay below £660

Education Maintenance Allowances (EMAs)

Education Maintenance Allowances (EMAs) have been available since August 2004 for young people aged between 16 and 19 who are considering remaining in education in school. It is a fortnightly payment of £30.00 per week paid directly to the pupil where the pupil's household income meets the qualifying criteria. Further information and Application Forms are available on line [Are you eligible for an Education Maintenance Allowance | Education Maintenance Allowance | East Lothian Council](#) or by emailing emas@eastlothian.gov.uk

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of Children. These regulations do not permit the employment of children under 13 years of age, and for those over the age there are limits on the hours and type of employment which are allowed. Parents and employers **must** both complete an application form for an employment permit before the employment begins. Forms and information are available from the school office.

Home Education and Flexi Schooling

In accordance with East Lothian Council's policy *Included, Engaged and Involved. A Positive Approach to Promoting Attendance* all requests for withdrawal from school are considered by a multi-agency panel. This is consistent with our commitment to Getting in Right for Every Child as enshrined in The Children and Young People Act (2014). It is also consistent with Article 28 of the *United Nations Convention on the Rights of the Child* which states that every child has the right to an education.

Further information can be found at: [Schools and learning | East Lothian Council](#)

Transport: Policy of the Council and Local Arrangements

The Council's current policy is to provide home to school transport for those pupils attending the catchment school who live more than two miles from that school. Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are not normally entitled to free transport on a "grace and favour basis" but must be applied for each session. These can be withdrawn should the seat be required for pupils who qualify for this provision. Parents who choose to send their children to a school other than the catchment school will not receive assistance in relation to travel to and from school. Further information can be found at:

[Home to school transport | Home to school transport | East Lothian Council](#)

Road Safety

East Lothian Council working with Police Scotland and other agencies are committed to reducing the numbers and severity of road casualties. They have identified a number of important initiatives to help reduce the number of road casualties. These will require a notable change of behaviour by everybody, particularly from drivers in built-up areas. These initiatives aim to reduce the number of car journeys to and from school by pupils, parents and staff to:

- Encourage children to walk or cycle to school, thereby improving the safety for the pupil on the journey to school
- Provide pupils and parents with appropriate training to allow them and their children to journey to and from school safely
- Improve pedestrian safety in and around school
- Raise awareness amongst pupils, parents, and staff of the wider health and environmental problems associated with increase car use
- Improve the local environment for everyone by reducing pollution, congestion and addressing safety issues around the school.

Parents should always be reviewing their current or intended mode of travel to and from school and consider whether or not it should be changed or modified to help the school, pupils, staff and other parents to reduce the number of child casualties.

Health and Safety

Resources and People Services have prepared statements of safety policy for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

Medical Care - Throughout their years at primary and secondary school, pupils will be seen from time to time by a team of specialists from the School Health Service to make sure they benefit as much as possible from all that school has to offer, and to help them prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Administration of Medical Procedures - Apart from a few exceptions, all areas of the school curriculum, including school camps should be accessible to pupils with healthcare needs. Forward planning may be required to accommodate needs. Advice can be sought from the Head Teacher and the School Health Service. All members of staff should follow the East Lothian Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments and in doing so will be covered by East Lothian Council's Public Liability Policy.

Emergency Closure of Schools

The first priority of the Head Teacher must be to keep the school open if at all possible. However, the early closure (or part closure) of a school in an emergency may be required because of fire, flood, loss of building services, extreme weather conditions or some other event. When children have to return from school at a time earlier than normal, parents may not be able to arrange for them to be received at home by themselves or by an adult who will look after them. Head Teachers must be reasonably satisfied that there will be a responsible adult available to receive the child, and must be prepared to make arrangements for the supervision of certain children in school, until the normal closing time of the school. In these circumstances, the Head Teacher should consult with the Head of Education. The Head of Education will use all of the information available both centrally and locally to decide whether the school should be closed and whether this would be for pupils only or for the whole school community. It should be noted that close contact will be maintained with the Transport Officer at East Lothian Council.

The Head Teacher will prepare and send to the Head of Education the relevant information for notifying the media, through the Corporate Communications Team of East Lothian Council. This information should include the name of the school which is closing, whether it is a partial or whole school closure, i.e. to pupils; pupils and staff; community groups and the reason why the school is closing. Information will also be required on how long the closure will be and how the media, parents, carers and pupils will be informed when the school will be reopening. Once approval has been granted to close a school, Resources and People Services will notify the Corporate Communications Team to ask them to inform the media and upload messages to the Council's communications channels, such as its Twitter, the Council's Facebook page, and the Council's website [East Lothian Council Homepage](#). Whenever possible, schools will update their own school website with information.

Complaints Procedures

Most complaints can and should be resolved at school level. If you have cause for concern, the first person to approach will normally be the Head Teacher. If a meeting is required with the Class or Guidance Teacher, Head Teacher or another senior member of staff then this should be arranged as quickly as possible. If you still remain dissatisfied then the procedures contained within "How to make a comment, compliment or complaint about a Council service" should be followed.

Further information can be obtained at: [Comments, complaints and compliments | East Lothian Council](#)

Unacceptable Behaviour

East Lothian Council does not tolerate aggressive or abusive behaviour towards staff.

Schools within East Lothian

A list of all primary and secondary schools can be found at: [Schools and learning | East Lothian Council](#)

Useful email addresses

The undernoted staff are based within Resources and People Services, John Muir House, Haddington, EH41 3HA.

Executive Director Education & Children's Services	Lesley Brown	hmoftat@eastlothian.gov.uk
Head of Education	Nicola McDowell	hmoftat@eastlothian.gov.uk
Education Service Manager (Inclusion & Wellbeing)	Lynne Binnie	lbinnie@eastlothian.gov.uk
Education Service Manager (Strategy & Operations)	Vacancy	
Education Service Manager (Curriculum, Employability and Estate Development)	Neil Craik-Collins	ncraikcollins@eastlothian.gov.uk
Education and Children's Services Service Manager (Early Years)	Alison Cameron	acameron2@eastlothian.gov.uk
Parental Involvement Act (Parent Councils/Forums)	Leanne Ayton	parentcouncil@eastlothian.gov.uk
Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement & Home-to-School Transport Policy	Fiona Brown	fbrown@eastlothian.gov.uk

School Session Dates

School session dates are available on the Council's website [East Lothian Council Homepage](#)

Scottish Government can be contacted at:

Scottish Government Education Department
Victoria Quay

EDINBURGH, EH6 6QQ

[The Scottish Government - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Accuracy of Information

The information contained in this booklet was accurate as at January 2023.

January 2023